



E-ACT Pathways Primary Academy

Pupil Premium Action Plan

2017-18



**What is the "Pupil Premium" and who is eligible?**

Pupil Premium Funding is a government initiative intended to help raise achievement for vulnerable and other disadvantaged children. The funding for each school is based on the number of children who are:

- Eligible for Free School Meals (*or have been eligible in the past 6 years*)
- Looked After Children (*in the care of the local authority*)
- Children of service families

If you think that your child may be eligible for Free School Meals (*even if you prefer them to bring sandwiches!*) please claim your entitlement by ringing the school food service on 0114 2734767, applying directly on the Sheffield City Council website or asking for further information at the school office.

This entitlement will be confidential and your child will not be identified or discriminated against in any way.

At E-ACT Pathways Academy we are totally committed to ensuring that provision is made which maximises learning opportunities for all our children and their individual needs.

National data indicates that disadvantaged pupils do less well in schools than their peers. This funding is additional other school funding so that we can provide extra support and resources to narrow the gap in achievement for these pupils.

Pupil Premium is not ring fenced at school level. Schools are trusted to use this funding for the purpose it was intended but in creative ways that deliver the intended outcomes and displays best practice.

*'Pupil Premium is not a personal budget; it's a proxy measure for getting more money into schools taking into account the school's context'*

- Department for Education



## **What are the needs of our Pupil Premium children?**

All children are individual and have individual needs, and our approach acknowledges this as a starting point. Many of our children entitled to pupil premium thrive and do well and present no barriers to learning and progress. However, many of our children do have barriers to their learning and progress. These include:

- Attendance and lateness
- Learning behaviours and attitudes
- Social and emotional skills
- Language skills
- Knowledge and understanding of the world
- English as an additional language
- Special Educational Needs or disabilities
- Medical needs

### How much money does the academy receive?

No of pupils indicating amount of Grant received	
<i>Total number of pupils on roll</i>	477
<b>Total number of pupils eligible for PP</b>	<b>249 (2017/18 Financial Year)</b>
<i>Amount PP received per pupil</i>	£1,320
<b>Total amount of PP received</b>	<b>£305,000 *</b>
<b>* Total Equals 7/12ths of 2016/17 and 5/12ths of 2017/18 Funding</b>	



### What provision do we offer for children entitled to Pupil Premium?

- Focused in-class support to improve progress via our Rising Stars approach

- Focussed small group and 1:1 interventions
- Nurture Groups at lunch time and break time
- Afternoon group work
- Coaching and mentoring
- Enrichment activities
- Learning mentor support
- A focused approach to improving attendance

## SCHOOL POPULATION

The school is located in an area of high social deprivation as the following comparative data of our school population demonstrates:

Current Role: 477 (including 21 Nursery pupils)

Male 50.9% Female 49%

The percentage of Traveller, Romany and children of 'other White backgrounds' remain significantly higher than national (Academy 8% National 0.1%)

The percentage of children on the SEN register is above the National average 31% vs 7.7%

The percentage of pupils eligible for additional pupil premium funding is above the national average - Academy 54.2% National 26.6%

Pupils whose first language is not English is above national levels - Academy 26.6% National 18.8%

There are 24 different languages spoken by pupils across the academy

Average attainment on entry to the school is much lower than the national average

Many children have varied and sometimes complex barriers to learning which may impact on their performance.

At E-ACT Pathways Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our very high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect.

Indicator	School 2015/16	National Average	School 2016/17
FSM (Ever6)	47%	26.6%	47.4%
Minority Ethnic Groups	37.3%	29.7%	37.3%
EAL	25%	18.8%	26%
SEND	28%	16.6%	29%
Deprivation Factor	0.44	0.24	0.41

## How do we spend our Pupil Premium money?

Summary of PPG spending 2017 – 2018		
Key Development Areas	Aims	Cost
Attendance officer	To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.	£10,909
Breakfast club & Extra-Curricular Clubs	To improve pupil engagement in school and to improve progress and raise standards	£1,212 staffing
Resources to support attendance and behaviour	See Attendance Officer and Behaviour Support Manager	£1,200
Eastern European Inclusion Worker and EAL support workers	To ensure improved engagement of Roma/Slovak community To support the integration of New Arrivals and improve progress and raise standards of EAL pupils	£8,132 £4,906 £4,983
Behaviour Support Manager	To improve standards of behaviour and reduce the number of exclusions.	£12,594
Expansion of leadership capacity	To provide extra leadership capacity for focused intervention work across the academy. 4 x TLR 3b to lead maths, reading, writing and extended learning and interventions	£9,392
Additional Teacher Year 6	To provide focused smaller class support based upon a setted group model	£42,728
Senior learning mentors	To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.	£21,104 £18,796
Willow Teacher / Inclusion Manager	To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in place	£25,324
Lunchtime Play leader in KS2	To improve leadership capacity at lunchtimes	£1,752
Investment in web based ICT resources that can be accessed in school and at home.	Mathletics subscription Spellodrome subscription Accelerated reading  To improve engagement in spelling and maths learning and development of basic skills	£3,184
Additional trips, visits and visitors into the academy to widen experiences	To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	£8,000
Wider Opportunities in Music	To support all children to have the opportunity to play a musical instrument	£1,522

Easter School for Year 6 pupils/1:1 Tuition/Boosters	To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	£4,672
Parent Workshops	To improve parental engagement in learning	£5,000
Learning Support Staff	To improve engagement and outcomes for pupils with 'My Plans' and IEPs	£40,602
HLTA	HLTA in EYFS to cover internal supply for leadership time and PPA time for teachers and support staff, and to provide additional support for SEND	£21,488
Learning Support Staff	To target additional speech and language within EYFS	£14,377
Educational Learning Support	To improve outcomes for children with Wave 1 / 2 Provision	£43,131
	Total	<b>£305,008</b>

We use the Sutton Trust Toolkit, and our own experience of successful interventions, when making decisions about how best to spend the funds.

## How well do Pupil Premium children do?

Historically the assessment data has reflected Pupil Premium children as not performing as well as the rest of the school as a whole. Recent data suggests that the work being done around the Academy (*as detailed in the plan above*) is having a positive impact on the learning of Pupil Premium children, and Pupil Premium children are really beginning to narrow the gap.

## What is our action plan linked to Pupil Premium children?

Pupil Premium Action Plan 2017/18		
Aims	Success Criteria	Costs
<p>To improve team capacity to respond to attendance issues, therefore impacting positively on attendance.</p> <p>To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p>	<ul style="list-style-type: none"> <li>To ensure that the attendance of all PP children is in line with their peers.</li> <li>To ensure that the attainment gap between PP children and their peers decreases.</li> <li>To reduce the % of pupils who are persistently absent so that it is not higher than national expectations for PA.</li> <li>Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP against Non PP attendance analysed weekly.</li> </ul>	<p>£8,132 Eastern European Inclusion Worker</p> <p>£10,909 Attendance Officer</p>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>PP attendance is 94%- non PP is 94.8%</li> <li>PA's reduced- reduced by 3 from this time last year (64% are PP)</li> <li>Walking bus- 21 children walk on the bus- 15 are PP- 17/21 raised attendance with 5 100%</li> <li>Attendance mentoring groups- huge increase in attendance- particularly in Y6.-24 children Y1-Y5- 19/24 improved attendance. 21 Y6 children- 18/21 improved</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Same day calls</li> <li>Home visits</li> <li>Attendance parties</li> <li>Attendance rewards</li> <li>Walking bus</li> </ul>	
<p>To improve pupil engagement in school and to improve progress and raise standards</p>	<ul style="list-style-type: none"> <li>To raise children's self-esteem so that they can become more engaged in academy life and in their learning.</li> <li>To increase access to a wider curriculum, including sports activities and to support the raising of expectations and aspirations, by supporting children to access additional activity positively.</li> </ul>	<p>£21,104 Senior Learning Mentor</p> <p>£18,796 Senior Learning Mentor</p>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Supportive curriculum has impacted well the PP children in particular- 11/14 children report improvements in school experience and learning behaviours according to pupil voice survey</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Jigsaw</li> <li>Ambassadors and school council</li> <li>Breakfast clubs</li> <li>Booster</li> </ul>	

	<ul style="list-style-type: none"> <li>• Arches</li> <li>• Extra-curricular clubs</li> <li>• Mentors</li> </ul>	
To ensure improved engagement of Roma/Slovak community To support the integration of New Arrivals and improve progress and raise standards of EAL pupils	<ul style="list-style-type: none"> <li>• To ensure that the attendance of all EE children is in line with their peers.</li> <li>• To ensure that the progress and attainment gap between EE children and their peers decreases.</li> <li>• Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy.</li> </ul>	£8,132 Eastern European Inclusion Worker
<b>Impact</b>	<b>Action</b>	
<ul style="list-style-type: none"> <li>• Increased EE attendance and communication- reduction by 250 home visits from this time last year. 264 children brought and collected into school- Sept 2016- now.</li> </ul>	<ul style="list-style-type: none"> <li>• Families more engaged</li> </ul>	
To improve standards of behaviour and reduce the number of exclusions.	<ul style="list-style-type: none"> <li>• Introduce new behaviour policy and strategies to support the behaviour and personal and social development of all identified children, if this is a barrier to achievement.</li> <li>• A reduction in the number of exclusions from compared to previous years to 0</li> <li>• An increase in the number of pupils achieving Pride badges at the higher stages.</li> </ul>	£12,594 Behaviour Support Manager
<b>Impact</b>	<b>Action</b>	
<ul style="list-style-type: none"> <li>• 0 exclusions</li> <li>• Behaviour overall good- incidents reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific year groups targeted.</li> <li>• Mentors</li> <li>• Individual support</li> <li>• Parental engagement</li> <li>• Phase leader support</li> </ul>	
To provide extra leadership capacity for focused intervention work across the academy.	<ul style="list-style-type: none"> <li>• Improve progress and standards across all phases.</li> <li>• Gaps are narrowed between PP and all children - aiming for good progress (4 or more steps in the year)</li> </ul>	£9,932 4 TLR 3b's
<b>Impact</b>	<b>Action</b>	
<ul style="list-style-type: none"> <li>• Gaps are narrowing in some year groups- Y6 PP progress better in reading than their peers (45% compared to 29%) Y5 roughly in line for all subjects. The gap has narrowed so other year groups are just below.</li> <li>• O track will allow us to track PP children better and PIXL will allow greater gap analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Phase leaders appointed- 4</li> <li>• Phase leaders have taken ownership of their phase and have responsibility for the pupil premium children within their phase.</li> </ul>	
To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.	<ul style="list-style-type: none"> <li>• Outcome targets for age related expectations met and gap closing for these targeted pupils.</li> <li>• More families receiving early intervention.</li> </ul>	£21,104 Senior Learning Mentor £18,796 Senior Learning Mentor
<b>Impact</b>	<b>Action</b>	
<ul style="list-style-type: none"> <li>• Barriers to learning identified and families receive early intervention if needed from pastoral team</li> <li>• Family Jigsaw started and targeted at these families</li> <li>• Identified PP children supported by Pastoral team on a group and 1:1 basis</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshops held</li> <li>• Learning mentors have provided bespoke sessions for key children based on their identified barriers to learning.</li> </ul>	
To ensure early identification of needs and to provide additional	<ul style="list-style-type: none"> <li>• Specialist assessments of children</li> <li>• Specialist support for small group and one to one</li> </ul>	£25,324 Inclusion Leader

support and guidance for children and teachers to ensure the highest quality support and strategies are in place	<ul style="list-style-type: none"> <li>• Training and development for staff</li> </ul>	
<b>Impact</b> <ul style="list-style-type: none"> <li>• Impact evident through planning and book look</li> <li>• SENCO has undertaken CPD and scrutiny to provide feedback to staff</li> <li>• Learning forum established to discuss key children and remove their barriers to learning</li> <li>• SL support from a trained TA has seen an improvement in key children's communication skills</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• Learning forum drop ins</li> <li>• Mental health training for staff</li> <li>• Mental health advocates in school</li> <li>• High levels of good quality teaching practice for those children with high level needs</li> <li>• Audit of SEN</li> <li>• Drop ins focussed on follow up from regional event- questioning</li> </ul>	
To improve leadership capacity at lunchtimes	<ul style="list-style-type: none"> <li>• A reduction in the number of exclusions to 0</li> <li>• To support the behaviour and personal and social development of all identified children, if this is a barrier to achievement.</li> </ul>	£12,594 Behaviour Support Manager £1752 Play Leader
<b>Impact</b> <ul style="list-style-type: none"> <li>• Exclusions are 0</li> <li>• Behaviour incidents at lunchtime are reduced</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• Targeted support for individual PP children</li> <li>• Increase in rewards and introduction of class dojos</li> <li>• Behaviour support worker established a robust referral system</li> <li>• Incidents to be recorded on SIMs by class teachers- summer 2</li> <li>• All TAs to support outside at lunchtime</li> </ul>	
Improve outcomes in EYFS with consistent cover for PPA and Management Time and provide additional support to SEND pupils	<ul style="list-style-type: none"> <li>• Improve outcomes, particularly in reading, writing and maths and ensure children are secure within core skills for Year 1 and support with SEND across the academy.</li> </ul>	£21,488 HLTA
<b>Impact</b> <ul style="list-style-type: none"> <li>• Provision is calmer and behaviour better</li> <li>• 55% on track to get GLD</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• speech and language focus in EYFS</li> <li>• Minnows provision created</li> <li>• Additional adult support in EYFS</li> <li>• Staff training</li> </ul>	
To improve outcomes for pupils with My Plans and IEPs through additional support	<ul style="list-style-type: none"> <li>• Improve attainment and progress</li> </ul>	£40,602 – 3 Learning Support Staff (level 1)
<b>Impact</b> <ul style="list-style-type: none"> <li>• More differentiation seen across the curriculum</li> <li>• SEN children making progress</li> <li>• Data is now tracking accurately</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• SENCO support</li> <li>• Staff training</li> <li>• Regular SEN reviews with families</li> <li>• Plan, do, review established</li> <li>• Learning forum</li> <li>• CPD for staff</li> </ul>	

To improve engagement in spelling and maths learning and development of basic skills	<ul style="list-style-type: none"> <li>All children have individual passwords and use these programmes at school.</li> <li>Children who have access to the internet access these programmes at home.</li> <li>Those with no internet access are able to attend lunchtime and after school clubs.</li> <li>Children make good or better progress in Maths/Reading and the gap is narrowed.</li> </ul>	See phase leaders above
<b>Impact</b> <ul style="list-style-type: none"> <li>Data shows improved attainment and progress</li> </ul>		<b>Action</b> <ul style="list-style-type: none"> <li>Purple mash</li> <li>Homework clubs established</li> <li>Mathletics subscription</li> <li>Oxford owl</li> <li>Hegarty maths</li> <li>Literacy assessment online used for spelling ages</li> </ul>
To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	<ul style="list-style-type: none"> <li>Visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc</li> <li>Supporting cost of trips and visits to engage pupils in learning and impact on attainment</li> <li>Costs for stunning starts and fabulous finish events to engage more parents in their child's learning</li> <li>End of year awards night for Year 6 to support raising of aspiration</li> </ul>	£8000 additional trips and experiences
<b>Impact</b> <ul style="list-style-type: none"> <li>Increased expectations across curriculum</li> <li>Passport launched</li> <li>Enrichment opportunities are wider</li> <li>More trips</li> </ul>		<b>Action</b> <ul style="list-style-type: none"> <li>Subsidised trips</li> <li>Links to university sporting and musical groups</li> <li>1 trip per term for each year group</li> <li>Curriculum development</li> </ul>
To improve speech and language skills of EYFS pupils	<ul style="list-style-type: none"> <li>Develop language skills so children can access curriculum and thus improving achievement.</li> </ul>	£14,377 L2 Learning Support
<b>Impact</b> <ul style="list-style-type: none"> <li>42% PP children within 40-60 months</li> </ul>		<b>Action</b> <ul style="list-style-type: none"> <li>TA3 additional support for speech and language and SEN</li> </ul>
To support all children to have the opportunity to play a musical instrument	<ul style="list-style-type: none"> <li>Whole cohort access to playing an instrument.</li> <li>Three Y3 classes to benefit from being taught by a music specialist once a week for the academic year.</li> </ul>	£1522 Music opportunities
<b>Impact</b> <ul style="list-style-type: none"> <li>Increase in enjoyment and pupil confidence- evidenced by drop ins and pupil voice</li> </ul>		<b>Actions</b> <ul style="list-style-type: none"> <li>Links to Parkwood</li> <li>Specialist music teacher</li> <li>More opportunities to experience musical extra-curricular activities</li> <li>School music hub</li> <li>Whole class ukulele resources</li> <li>Music curriculum development</li> </ul>
To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	<ul style="list-style-type: none"> <li>In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year</li> <li>Costs for revision guides to support home learning</li> <li>Small group SATs revision in preparation for May</li> </ul>	£4672 cost of provision for Y6 Additional Y6 teacher £42,728

<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• A positive SATs week and increased predictions results</li> <li>• All children were confident and happy during SATs</li> <li>• No refusals</li> <li>• Gap narrowed</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Additional teacher</li> <li>• Revision guides</li> <li>• Third space learning</li> <li>• Mentor groups</li> <li>• Easter group</li> <li>• Half term booster</li> <li>• Bank holiday club</li> </ul>	
<p>To improve parental engagement in learning</p>	<ul style="list-style-type: none"> <li>• To ensure that the attendance of all PP children is in line with their peers.</li> <li>• To ensure that the progress and attainment gap between PP children and their peers decreases.</li> <li>• Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy.</li> </ul>	<p>See Senior Learning Mentors above</p>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Parental engagement has improved massively</li> <li>• Facebook- 300+ followers</li> <li>• Positive parent voice</li> <li>• Engagement in parent forum</li> <li>• 4 parent AAG members interested</li> </ul>	<ul style="list-style-type: none"> <li>• AAG</li> <li>• Fab finishes</li> <li>• Parent forum</li> <li>• Positive parent survey results</li> <li>• Twitter</li> <li>• Parent workshops</li> </ul>	
<p>To reduce negative impact on behaviour, and therefore attainment, by reducing the number of supply teachers used in the academy</p>	<ul style="list-style-type: none"> <li>• A reduction in the number of exclusions to 0</li> <li>• An increase in the number of pupils achieving Pride badges at the higher stages.</li> </ul>	<p>See Behaviour Support Manager above</p>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Calm learning environments</li> <li>• Reduced behaviour incidents</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Phase leaders to cover absence</li> </ul>	
<p>Develop an awareness of the issues linked to PP children (1,2 and 6)</p> <p>Train staff on: general issues, particular issues for sub-groups and individuals</p> <p>Engage staff in identifying current 'real world' barriers to learning for their pupil premium cohorts</p> <p>Develop systems, procedures and paperwork linked to PP pupils (1,2 and 6)</p>	<ul style="list-style-type: none"> <li>• There is evidence that all teachers have a clear understanding of barriers and needs and plan consistent and appropriate responses</li> <li>• PP progress is at least good</li> <li>• The gap between PP attainment and National Expectations closes by 0.5 steps</li> <li>• A provision map is created</li> <li>• Learning plans are developed with agreed hard and soft data sets</li> <li>• Outcomes linked to learning plans are achieved for all pupils</li> <li>• See above</li> <li>• All PP children make good progress</li> <li>• PP attendance is in line with cohorts</li> <li>• PP behaviour is good</li> <li>• There is evidence that all PP children aware of targets</li> <li>• There is evidence that secure learning plans are in place for all vulnerable PP children - this leads to good progress</li> <li>• There is evidence that the PP provision map is consistently carried out</li> </ul>	<p>See above</p>

<p>Identify pupil premium children and the group and individual characteristics and barriers.</p> <p>Develop learning plans for cohorts with outcomes linked to both hard and soft data .</p> <p>Develop an agenda item within pupil progress meetings specifically linked to pupil premium progress and attainment.</p> <p>Develop a focus within learning forums on pupil premium children's needs.</p> <p>Develop a planned, academy-wide approach to pupil premium provision, linked to aspiration, differential, SEN, community and stakeholders, parental engagement (1,2 and 6).</p> <p>Further develop visioning, aspirations and evaluation days .</p> <p>Develop a focus learning wall for pupil premium children (Rising Stars) linked to targets and aspirations, with photos.</p> <p>Develop an academy-wide mentoring plan for our most vulnerable pupil premium children .</p> <p>Develop strategic approaches to curriculum, inclusion, attendance, behaviour, EE, EAL, mobility, vulnerability foru pupil premium children.</p> <p>Raise the status of pupil premium work via the website – develop a</p>	<ul style="list-style-type: none"> <li>• There is evidence that all learning environments are language rich and are in line with the academy WAGOLL</li> <li>• There is evidence that Rising Stars provision is carried out consistently</li> <li>• There is evidence that strategies used are of good quality</li> <li>• Agendas are remodelled</li> <li>• There is evidence that all teachers have a clear understanding of barriers and needs and plan consistent and appropriate responses</li> <li>• PP progress is at least good</li> <li>• The gap between PP attainment and National Expectations closes by 1.0 steps</li> <li>• A provision map is created</li> <li>• See above</li> <li>• Learning plans are developed with agreed hard and soft data sets</li> <li>• Outcomes linked to learning plans are achieved for all pupils</li> <li>• See above</li> <li>• All PP children make good progress</li> <li>• PP attendance is in line with cohorts</li> <li>• PP behaviour is good</li> <li>• There is evidence that all PP children aware of targets</li> <li>• There is evidence that secure learning plans are in place for all vulnerable PP children - this leads to good progress</li> <li>• There is evidence that the PP provision map is consistently carried out</li> <li>• There is evidence that all learning environments are language rich and are in line with the academy WAGOLL</li> <li>• There is evidence that Rising Stars provision is carried out consistently There is evidence that strategies used are of good quality</li> <li>• Agendas are remodelled</li> <li>• There is evidence that all teachers have a clear understanding of barriers and needs and plan consistent and appropriate responses</li> <li>• PP progress is at least good</li> <li>• The gap between PP attainment and National Expectations closes by 1.5 steps</li> <li>• A provision map is created</li> <li>• See above</li> <li>• Learning plans are developed with agreed hard and soft data sets</li> <li>• Outcomes linked to learning plans are achieved for all pupils</li> <li>• See above</li> <li>• All PP children make good progress</li> <li>• PP attendance is in line with cohorts</li> <li>• PP behaviour is good</li> <li>• There is evidence that all PP children aware of targets</li> <li>• There is evidence that secure learning plans are in place for all vulnerable PP children - this leads to good progress</li> <li>• There is evidence that the PP provision map is consistently carried out</li> </ul>	
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<p>specific pupil premium page with all aspects covered.</p> <p>Create a provision map for PP children beginning at the child level and linked to specific needs and configure staffing and interventions</p> <p>Develop language rich environments</p> <p>Develop in-class strategies linked to the Rising Stars plan</p> <p>Ensure early intervention has entry and exit data agreed</p> <p>Develop in-class intervention strategies for EE PP children</p> <p>Ensure PP is central in Turning the Curve agendas for parents, behaviour, attendance</p> <p>Set up a PP turning the curve group</p>	<ul style="list-style-type: none"> <li>• There is evidence that all learning environments are language rich and are in line with the academy WAGOLL</li> <li>• There is evidence that Rising Stars provision is carried out consistently</li> <li>• There is evidence that strategies used are of good quality</li> <li>• Agendas are remodelled</li> </ul>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Staff have a greater knowledge of PP concerns and needs</li> <li>• Class folders established</li> </ul>	<ul style="list-style-type: none"> <li>• PP children identified on teacher files</li> <li>• Increased confidence in children</li> <li>• Learning behaviours improved</li> <li>• Relationships improved</li> <li>• PP children identified and barriers to learning are identified for each individual child</li> <li>• Staff training is ongoing- learning forum</li> <li>• High quality teachers now delivering lessons</li> <li>• Drop in focus on questioning and differentiation</li> </ul>	

