

**HOUGHTON REGIS PRIMARY SCHOOL
2 YEAR ACTION PLAN: PUPIL PREMIUM 2016 -2018**

**Key priority:
To narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families**

Approach	Actions	Impact
<i>We will provide targeted additional support strategies resulting in EVERY child, however financially disadvantaged, being able to improve their levels of attainment, achievement, aspirations and progress.</i>		
To develop, measure and sustain the achievement of Pupil Premium (PP) children and to closely track and monitor their progress throughout the year.	Develop and implement the Assertive Mentoring programme for Reading, Writing and Maths. Liaise with class teachers and subject leaders every half term to moderate and track progress and agree on individual targets for pupil premium and bottom 20% of under-achievers. Record evidence and file documentation to track, monitor, and record and evidence the impact of progress, attainment and achievement.	Whole school plan for spending of pupil premium money and resulting impact.
To develop the Assertive Mentoring programme and roll out to the whole school: Writing – Writing assessment every half term, develop moderation scrutiny between classes, year groups, across phase and across key stages Maths – Half-termly assessments to support weekly lessons, planning and work scrutiny for children’s progress. Reading – Guided reading activities weekly as a carousel across the year group, weekly assessment feedback	Liaise with subject leaders for writing and evaluate progress of writing against data and targets. Feedback findings to all staff and form a working party to develop writing across the school. Develop an action plan in line with the school development priorities for writing. Liaise with SLT and agree a timeline to Lead staff development and plan INSET sessions to roll out Assertive Mentoring for Writing and Reading and expectations against school priorities. Liaise with Maths subject leader to evaluate the impact of the weekly skills lessons and agree the next steps for Maths for the school. Organise optional Workshops for teachers and teaching assistants to attend for Assertive Mentoring R, W and M in order to further Improve teaching and learning to raise pupil progress and attainment. Monitor impact of Guided reading with Literacy Leader for reading and SLT and develop reading teacher assessments to trial with FSM children and then roll out across the school by Spring term 2017.	Fully prepare staff for the effective delivery and assessment of writing, maths and reading across the curriculum in order to raise attainment and secure teacher assessments. Monitor and evaluate outcomes of R, W and M, including teaching and Learning. Disseminate information to teachers and SLT.
Improve behaviour and attitude of those children eligible for pupil premium and lowest attainers in the school for improved pupil progress, personal development, behaviour, safety and improved attendance.	Develop the Good to be Green Behaviour programme. Trial over Autumn term, monitor and evaluate impact of programme against: <ul style="list-style-type: none"> • improved pupil progress and personal development • improved pupils’ behaviour and safety • improved attendance 	Building Belief: Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc.
Using the Pupil Premium for Effective Professional development to raise attainment and accelerate progress for all groups of learners.	CPD training for all teachers and also teaching assistants involved in Pupil Premium. From Autumn term 2016 staff to attend training to: Raise attainment and record impact for PP children Designated teacher for LAC network meetings in Central Beds	Develop staff in line with their requests from their Performance Management.

Develop strategies to monitor impact of TAs on pupils achievement TA training for small group interventions	Work alongside the subject leaders for Reading, Writing and Maths to observe TAs during lessons. Evaluate impact against data, achievement, targets, IEPs and progress and disseminate information back to teaching team, SENCOs and SLT. Agree strategies to develop in line with school improvement plan and plan and deliver CPD training. Timeline of training to be agreed with SLT.	TAs have clear pathways for development and raising children's achievement and aspirations.
Link with schools for Pupil Premium and Assertive Mentoring	Network with Luton Primary School for Assertive Mentoring and agree next steps. Set up network meetings across schools for sharing good practice for PP children. Arrange visits across schools for <i>School Linking</i> programme. Set up children's working parties especially for transition between Years 6 and 7.	Working party to share good practice and training opportunities.
Extending ICT resources and using ICT to raise attainment. Purchase of laptops in addition to computer suite to provide a platform for children's learning and enrichment.	Extending resources and using ICT to raise attainment. Extending resources and using ICT to raise attainment for Maths and Literacy interventions and to enable PP children to access resources using ICT during after school clubs.	To develop children's learning and progress of maths, literacy, reading and speaking and listening through ICT.
SEND/ EAL Pupil Premium children with specialist teaching and intervention to make improved progress.	Track and monitor SEND / EAL interventions by individualising support at all levels: <ul style="list-style-type: none"> • Children with significant SEND. • EAL FSM children and EAL Bottom 20% children. 	Improve levels of progress and raise attainment and achievement.
Enrichment programme enhanced Extending school hours and building belief through educational trips, events and activities (inc residential trips)	Enriching Education through Exciting Experiences and Exploration. Pupils have clear pathways for development and raising of aspirations and their well-being and achievement raised. Our pupils will have even further access to wider opportunities and to access our extra-curricular / enrichment provision for appropriate learning to enhance what is provided in school: Children offered residential place in multi-activity centre.	Increase self confidence Greater independence Better team-working, collaborative skills.
Breakfast club on site to provide them a good start to the school day.	Provide breakfast club with reading activities for PP children.	Raising of children's achievement in reading.
Targeted parents' meetings to engage parents in their children's learning:	Targeted parents meetings, conference and workshops to provide support and guidance with regard to curriculum, children's levels and next steps in their learning so as to continue to raise their aspirations, attainment and achievement.	Providing additional support for children and parents.
Develop and strengthen Community links	Targeted interventions for the community and parents / carers to work together to support the children in their learning journey at Houghton Regis Primary.	Cohesive community link between school, governors, families and the community.

Impact of the Pupil Premium Grant will be measured by: Baseline assessments, measure the impact, record raw data and academic achievement, progress, attainment, aspirations, self-esteem, well-being.