

# Pupil Premium Action Plan for New Ash Green Primary School

## 2022 - 2023

Focus: Learning, Teaching and Attendance

Aim: To close the gap between Pupil Premium Pupils at New Ash Green and national non-Pupil Premium Pupils.

<b>Learning</b>		
<p>To increase the number of Pupil Premium pupils achieving Age Related Expectations and Pupil Premium children working at Greater Depth.</p> <p>A. To accelerate learning of all pupil premium pupils from their start point.</p> <p>B. To foster and promote a ‘love of reading’ for all our Pupil Premium pupils</p> <p>C. To support the mental health and wellbeing of all our Pupil Premium pupils through our ‘6 Ways to Wellbeing’</p> <p>D. To ensure all our Pupil Premium children have opportunities to develop skills in our 6 core curriculum values—curiosity, independence, resilience, challenge, self-motivation and inspiration.</p> <p>E. To develop and enhance the cultural capital of Pupil Premium pupils within the parameters of our Covid protocols.</p> <p>F. To ensure Pupil Premium pupils have the same homework expectations as all pupils</p> <p>G. Develop Parental Engagement</p>		
<b>Terms 1 and 2: Milestone:</b>	<b>Terms 3 and 4: Milestone</b>	<b>Terms 5 and 6: Milestone</b>
<ul style="list-style-type: none"> <li>Collate information on all PP pupils reading including attitudinal data, reading habits, support within class &amp; at home, reading age – a holistic view of every class.</li> <li>Targeted PP reading group linked to ‘can but don’t read’ from attitudinal data.</li> <li>Agree PP case study children &amp; allocate members of PP Working Party to capture evidence trail.</li> <li>From July 2021 data, identify PP children being targeted to ‘catch up’ and/or ‘going for gold’. Ensure all needs are being met. Track &amp; monitor.</li> <li>Collect and collate Leuven scales</li> <li>Individual teachers to capture, and be aware of, cultural capital’ of all individual PP pupils – passports and visits - PP Working Party to monitor outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate December data &amp; highlight actions and next steps. PDM if required.</li> <li>Evaluate individual case studies</li> <li>Capture holistic view of PP pupils reading, compare against November. Build in and monitor next steps / new actions. PDM if required.</li> <li>Assimilate individual case studies – focus upon ‘whole child’ – Leuven, cultural capital, parental engagement, homework – PP Working Party evaluate.</li> <li>Monitor parental engagement of Term 3 parents' evenings.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate March data &amp; highlight actions and next steps. PDM if required.</li> <li>Evaluate individual case studies</li> <li>Capture holistic view of PP pupils reading, compare against March. Build in and monitor next steps / new actions. PDM if required.</li> <li>Assimilate individual case studies – focus upon ‘whole child’ – Leuven, cultural capital, parental engagement, homework – PP Working Party evaluate.</li> <li>Monitor parental engagement of Term 6 end of year reports / optional parents’ evenings.</li> </ul>

<ul style="list-style-type: none"> <li>Identify PP pupils accessing tuition – monitor and track impact.</li> <li>Monitor parental engagement of Term 2 parents’ evenings.</li> </ul>		
<p><b>Implications for Terms 1 and 2</b></p> <ul style="list-style-type: none"> <li>See data table below.</li> <li>Attitudinal data to be completed in Term 3 &amp; 4</li> <li>Case study approach will take place in Term 5 &amp; 6</li> <li>Teachers have identified catch up pupils – a whole school approach.</li> <li>Pastoral teams are investigating different approaches to evaluate wellbeing.</li> <li>Educational visits are taking place across the year and passports of experience being used throughout the year.</li> <li>Enhancement trips are being developed e.g., choir trips to The O2, Year 5 trip to Parliament</li> <li>PP pupils have access to tuition.</li> <li>There is a significant difference in parental engagement e.g., 83% (5/6 PP parents) attended a class assembly or 20% (2/10 PP parents) attended a workshop.</li> </ul>	<p><b>Implications for Terms 3 and 4</b></p> <p>Significant emphasis has been on embedding</p> <ol style="list-style-type: none"> <li>the active reading</li> <li>progression in writing</li> <li>fluency in maths</li> </ol> <p>Significant additional strategies have been implemented to support cultural capital and parental involvement including:</p> <ol style="list-style-type: none"> <li>the trips for the school are fully embedded</li> <li>New trips – Young Voices – singing at the O2</li> <li>Parental engagement has increased as the school now collates the number of parents who attend learning events eg assemblies.</li> </ol> <p>Well-being continues to be monitored effectively by the pastoral Team and uses their fortnightly meetings to ensure the appropriate strategies support the PP pupils at the school.</p>	<p><b>Implications for Terms 5 and 6</b></p> <ol style="list-style-type: none"> <li>Maths is a key area for development</li> <li>The individual pupils’ needs are very specific to each child and needs to be addressed</li> </ol> <p>Possible project with Gravesham Learning Partnership</p> <p>New assessment system to support the evaluation of PP pupil s achievement – FFT Aspire</p> <p>Refocus on holistic case studies of the PP pupils</p>

<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>To have a clear, detailed understanding of the needs of our pupil premium pupils through a rigorous approach: closing the gaps, building on prior learning, going for gold, catch up or tuition.</li> <li>To embed a quality 1st teaching approach</li> </ul>		
<p><b>Terms 1 and 2: Milestone:</b></p>	<p><b>Terms 3 and 4: Milestone</b></p>	<p><b>Terms 5 and 6: Milestone</b></p>

<ul style="list-style-type: none"> <li>Teachers provided with updated class PP list by school office.</li> <li>Individual teachers to focus on, and be aware of, needs of individual PP pupils in their class. Identified at Data Surgery in Term 1.</li> <li>SEND surgery – monitor any PP plus SEND pupils’ brought to surgery.</li> <li>Individual teachers need to be aware of the Year group picture</li> </ul>	<ul style="list-style-type: none"> <li>Review December data, with regard to PP pupils – monitor progress and attainment. Raise any concerns / suggest next steps where required e.g. individual class / cohort / key stage</li> <li>Review interventions, targeted support, personalised support and impact on Pupil Premium pupils</li> <li>EEF metacognition launch – INSET to all staff.</li> <li>PDM discuss closing the gaps in learning for PP children and how we are building on prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Review March data, with regard to PP pupils – monitor progress and attainment. Raise any concerns / suggest next steps where required e.g. individual class / cohort / key stage</li> <li>Review interventions, targeted support, personalised support and impact on Pupil Premium pupils</li> <li>Track impact of metacognition on PP pupils.</li> <li>Monitor and evaluate closing the gaps in learning for PP children and how we are building on prior knowledge.</li> </ul>
<p><b>Implications</b></p> <ul style="list-style-type: none"> <li>Teachers are provided with updated PP lists. The expectation is that all teachers and TAs are aware of needs of individual PP pupils in their class. This is added to the appraisal documents and weekly plans.</li> <li>SEND surgeries take place termly and staff are aware of individual PP needs.</li> <li>Teachers reflect regularly on the needs on the year group with year group partners to ensure suitable support is given.</li> </ul>	<p><b>Implications</b></p> <p>There has been training on the 10 principles of Rosenshien which then negates the need for metacognition training.</p> <p>Staff continue to monitor the PP pupils individually</p>	<p><b>Implications</b></p> <ol style="list-style-type: none"> <li>To focus on the implementation of the 10 principles of Rosenshine</li> <li>Staff to ensure, overseen by the Inclusion Manager, that the pupils are on the most effective interventions</li> </ol>

<p><b>Attendance</b> To improve the attendance for pupil premium pupils</p>		
<p><b>Terms 1 and 2 Milestone:</b></p>	<p><b>Terms 3 and 4 Milestone</b></p>	<p><b>Terms 5 and 6 Milestone</b></p>
<ul style="list-style-type: none"> <li>Whole school target of 96% for attendance for all pupils and PP pupils</li> <li>Promote effective teacher / parent relationship to promote attendance</li> </ul>	<ul style="list-style-type: none"> <li>Promote effective teacher / parent relationship to promote attendance</li> <li>Evaluate and continue to monitor attendance information of PP pupils in relation to holistic view</li> </ul>	<ul style="list-style-type: none"> <li>Promote effective teacher / parent relationship to promote attendance</li> <li>Evaluate and continue to monitor attendance information of PP pupils in relation to holistic view</li> </ul>

<ul style="list-style-type: none"> <li>• Collate attendance information of PP pupils in relation to holistic view</li> <li>• Weekly Attendance Meetings to include PP Champion. Weekly monitoring of attendance and lates with immediate actions put into place. Class teachers to be informed of outcomes on weekly basis.</li> <li>• Attendance key feature of On Tracks, PMTs, weekly PDMS &amp; weekly SLTs.</li> <li>• Outcomes of Attendance surgery shared with PP Working Party.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Attendance Meetings to include PP Champion. Weekly monitoring of attendance and lates with immediate actions put into place. Class teachers to be informed of outcomes on weekly basis.</li> <li>• Attendance key feature of On Tracks, PMTs, weekly PDMS &amp; weekly SLTs.</li> <li>• Outcomes of Attendance surgery shared with PP Working Party.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Attendance Meetings to include PP Champion. Weekly monitoring of attendance and lates with immediate actions put into place. Class teachers to be informed of outcomes on weekly basis.</li> <li>• Attendance key feature of On Tracks, PMTs, weekly PDMS &amp; weekly SLTs.</li> <li>• Outcomes of Attendance surgery shared with PP Working Party.</li> </ul>
<p><b>Implications</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school attendance for November was 93.8% which is above national and Kent data. Pupil premium attendance was 93.5% which was in line with the whole school.</b></li> <li>• Kent have restarted attendance visits and the school liaison officer for attendance was impressed with the systems in place.</li> <li>• Ongoing informal discussion between teachers and parents to ensure positive relationships, needs are met and children are in school.</li> <li>• PP attendance information collated and analysed in relation to whole school picture.</li> <li>• 88% of Pupil Premium pupils are above 90% attendance.</li> <li>• Regular attendance meetings are taking place with class teachers and actions are followed up with Headteacher, Deputy Headteacher and FLO</li> <li>• Regular monitoring during On Tracks, PMTs, weekly PDMS &amp; weekly SLTs.</li> <li>• Outcomes are shared with Attendance surgery shared with PP Working Party.</li> </ul>	<p><b>Implications</b></p> <p><b>Effective systems are now in place</b></p> <ol style="list-style-type: none"> <li>1. Class teachers having more of a role with attendance and talking to parents first</li> <li>2. The usual attendance letters continue to be sent out</li> <li>3. Attendance surgeries work well and influence how the school tackles each family to ensure high attendance.</li> </ol> <p>The school's attendance data is highly than the national data.</p>	<p><b>Implications</b></p> <ol style="list-style-type: none"> <li>1. Continue with the systems in school</li> <li>2. Develop a more robust approach with the late gate</li> <li>3. Work with the pupils to ensure the school has the right incentives for improving attendance</li> <li>4. Involve the parents in a questionnaire to gather their thoughts.</li> </ol>

<b>Led by:</b> Sam Goss Pupil Premium Champion
<b>Monitored by:</b> Pupil Premium Working Party

<b>Link Governor: Oliver Harding</b> , Pupil Premium Governor
<b>Cost:</b> See Pupil Premium Allocation (£96,777.50)
<b>Reviewed: Nov 23</b>

### Analysis of Summative data for PP pupils and FSM Pupils

Early Years	School – all	School - FSM	Kent FSM	National - all	Analysis
Good Level of Development	61%	66.7%	51.9%	67.3	FSM above Kent FSM in line with National
Literacy Goals	66.1%	66.7%	54.8%	69.8%	FSM above Kent FSM in line with National
Maths Goals	72.9%	66.7%	65.1%	77.2%	FSM in line with Kent FSM not in line with National
Year 1 Phonics					
Year 1	70.5%	66.7%	59.4%	78.9%	FSM above Kent FSM not in line with National
Year 2 retakes	66.7%	33.3%	50.3%	58.7%	FSM below Kent FSM not in line with National
Key Stage 1 data					
Reading expected +	70%	30%	50.7%	68.3%	FSM below Kent FSM not in line with National
Reading – greater depth	20%	20%	7.7%	18.8%	FSM above Kent FSM above National

Writing Expected+	61.7%	30%	41.1%	60.1%	FSM below Kent FSM not in line with National
Writing greater depth	10%	0%	2.3%	8.2%	FSM just below Kent FSM not in line with National
Maths Expected +	76.7%	30%	54.1%	70.4%	FSM below Kent FSM not in line with National
Maths greater depth	15%	10%	5.7%	16.3%	FSM above Kent FSM not in line with National
Key Stage 2 data					
RWM expected +	61.7%	25%	39.1%	59%	FSM below Kent FSM not in line National
RWM greater depth	13.3%	0%	2.7%	8%	FSM below Kent FSM not in line with National
Reading expected +	81.7%	62.5%	56.9%	73%	FSM above Kent FSM not in line with National
Reading greater depth	36.7%	25%	16.3%	29%	FSM above Kent FSM not in line with National
Writing expected +	81.7%	62.5%	56.4%	71%	FSM above Kent FSM not in line with National
Writing greater depth	26.7%	0%	5.3%	13.3%	FSM below Kent FSM not in line National
SPAG expected +	73.3%	62.5%	50.5%	72%	FSM above Kent FSM not in line with National
SPAG greater depth	23.3%	0%	12%	30.1%	FSM below Kent FSM not in line National
Maths expected +	65%	25%	51.8%	73%	FSM below Kent

					FSM not in line National
Maths Greater depth	25%	0%	9.8%	23.8%	FSM below Kent FSM not in line National

## Summary Evaluation

1. The pupils with SEND significantly impact on the performance data.
2. Early Years – the FSM pupils perform well against the National data in all areas except Maths
3. Year 1 Phonics, the school achieves higher than FSM pupils in Kent.
4. Year 2 FSM pupils reading at greater depth, the school achieves better than national data and Kent FSM pupils.
5. Year 2 – maths greater depth, the school achieves more than Kent FSM pupils.
6. Year 6 FSM pupils achieve more than Kent FSM in
  - a. Reading expected +
  - b. Reading greater depth
  - c. Writing expected +
  - d. SPAG Expected +

### Key areas to work on within the school improvement plan are;

1. Maths especially in the Early Years, Year 2 greater depth, Year 6 expected level and greater depth
2. English areas of development are:
  - a. In Year 2, the areas for development are reading and writing expected + and greater depth for writing as well as the retakes
  - b. In Year 6, the focus on greater depth for writing and SPAG for PP pupils.
3. Ensure the school matches the needs of all PP pupils especially PP pupils with SEND
4. Continue to Improve personal development of all PP pupils
5. Continue to improve attendance
6. Continue to improve parental engagement

These development areas are in line with the school improvement plan.

The school has identified the needs of the pupils which are the same areas of development for the PP pupils

- a. For individual PP pupils progress needs to relate to their SEND needs

The school is going to work with other schools as part of the Gravesham Learning Partnership to ensure progress for all pupils especially the PP pupils.