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| **PUPIL PREMIUM ACTION PLAN SEP 2018**   |  |  |  |  | | --- | --- | --- | --- | | **PUPIL PREMIUM CHILDREN** | **NUMBERS** | **PP Children Barriers** | **Desired outcomes** | | **Total number of pupils in the**  **school** | 261 | * Social, emotional difficulties * Some SpLD   • Reading and writing stamina/accuracy  • Using and Applying Skills  • Learning behaviour and emotions-disengagement/confidence/motivation/aspirations  • Reading at home   * Parental support and engagement * Some high achieving | * Children feel safe, happy and nurtured in   school and ready to learn.   * Improved engagement, progress and   attainment towards and beyond ARE (Age  Related Expectations).   * Greater depth of learning and   application of skills across the subjects.   * Pupils have strategies and next steps | | **Number of PP-eligible pupils:** | 29 (11%) | | **Amount per pupil** | 28 Ever 6 FSM  1 Looked After Children  0 Ever 5 Service | | | | | | |
| **PUPIL PREMIUM PLAN 2018-19** | | | | |  |
| Desired Outcome | Chosen Action/Approach | Estimated Impact | How we will ensure it is implemented well | Cost | IMPACT |
| Children in receipt of PP are supported emotionally and attend regularly.  Children in receipt of PP are engaged and emotionally ready to learn. | Family support from D Jackson/J Coverdale. Children will be offered individualised programmes of support. We will also offer ELSA to relevant children. Anger/Behaviour management programmes will also be put in place where needed. Parents will be supported and encouraged to engage with their child’s learning. | High: Specific chn supported by DJ have grown in confidence; have increased attendance and improving outcomes. | DJ has a timetable of sessions with a child dependent upon need. She will see a child at least once a fortnight but often more often. DJ assesses a child’s emotional wellbeing prior to any intervention. | 39000 |  |
| That we prepare our most vulnerable students for the transition to high school | DJ to run a ‘transition’ group to support transition to High school.  Liaise and arrange sessions with Yr7 co-ordinator. | High: Specific chn to transition smoothly with reduced anxiety and greater confidence. | Impact will be measured by pre and post transition group data gathered. | 5000 |  |
| That we provide nurture and experiences to support the learning skills of our most vulnerable | Nurture group where children get a chance to experience different opportunities/ ways to learn through play. Themes explored to support with friendship, feelings and emotional understanding. Key staff in place to build relationships with children. | High: Children to be able to regulate emotion better. Children to be given strategies to support with social emotional difficulties. | Children will make small steps of progress in all lessons as they will be able to access lessons more effectively with this support. | 1000 |  |
| To provide specific children with additional literacy support for specific learning difficulties. | Specialist literacy lessons 1 x week, small group ( 3) to support with specific difficulties. | Medium: Will impact specific children. | Progress in literacy for specific children. | 1000 |  |
| For all our vulnerable children to have equal access to trips, residentials and after school clubs. | To support with cost for trips, residentials and after school clubs where appropriate. | Medium: Specific chn to benefit. | Impact of these experiences to be gathered by staff. | 1000 |  |
| To enhance learning opportunities for our most able vulnerable children. | To provide G&T Research group for specific chn | Medium: Specific chn to benefit | Impact in confidence, self esteem to be identified | 2000 |  |
| **TOTAL COST OF PUPIL PREMIUM 2018-19 Date of Review – July 2019** | | | | **49000** |  |