













AWGS Pupil Premium Strategy

Allocation of money April 2016 –April 2017 £36,960 (impact assessed March and July 2017)

How funding is proposed to be spent	Planned Amount	Rationale	Impact assessment July 2017																														
Final stage of Achievement for All school support/direct input	£8000	<p>Working with AfA ensures the school puts vulnerable children first. This 2 year program is helping us work towards securing the best progress and outcomes for pupils in danger of underachieving. This is central to the School Improvement Action Plan and will benefit 16 core children directly, identified as vulnerable to underachievement and with historic slow/low progress - and all children in the school through the quality principles and practises adopted. Closing the gap, or diminishing the difference, between vulnerable and non-vulnerable learners is a key driver in the school's work and AfA link closely with the EEF for impact/value. Comparing AWGS cohort data shows the gap reducing in school over time In KS2 literacy with work to do on KS2 maths and KS1 writing:</p> <table border="1" data-bbox="792 839 1599 1278"> <thead> <tr> <th></th> <th>2013 APS</th> <th>2014 APS</th> <th>2015 APS</th> <th>2016 SS</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>-3.1</td> <td>-4.6</td> <td>-4.1</td> <td></td> </tr> <tr> <td>KS2 (all)</td> <td>-4.7</td> <td>-4.6</td> <td>-2.5</td> <td>-7.2</td> </tr> <tr> <td>Read</td> <td>-48 (5 chd)</td> <td>+5 (2 chd)</td> <td>-19 (3 chd)</td> <td>-57% (11 chd)</td> </tr> <tr> <td>Write</td> <td>-20</td> <td>-41</td> <td>-12</td> <td>-57%</td> </tr> <tr> <td>Maths</td> <td>-21</td> <td>+14</td> <td>-53</td> <td>-27%</td> </tr> </tbody> </table>		2013 APS	2014 APS	2015 APS	2016 SS	KS1	-3.1	-4.6	-4.1		KS2 (all)	-4.7	-4.6	-2.5	-7.2	Read	-48 (5 chd)	+5 (2 chd)	-19 (3 chd)	-57% (11 chd)	Write	-20	-41	-12	-57%	Maths	-21	+14	-53	-27%	<p>CONTINUE 👍 ADJUST 👉 SCRAP 👎</p>
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Staffing costs for PPG dedicated support	£25,000	The Cluster PSA supports parents and families with a variety of needs, this supports engagement with school and wider professional services. The TLR associated with being the AfA School Champion is a key senior leadership role which ensures pupils who maybe vulnerable for a wide variety of reasons are carefully monitored and supported. One key element of this is TA support which supports access to learning and the curriculum, as well as catch up programmes for core skills in English and Maths. The school has adjusted provision to include a more finite intervention table to support children who fall behind/are vulnerable to fall behind in class. TAs also pupils with emotional and/or behavioural difficulties and our Emotional Literacy Support TA is key in this area. Booster teachers are needed to support 'closing the gap' and to ensure vulnerable pupils 'over-learn' and make the progress they are capable of in all years.	CONTINUE  ADJUST  SCRAP 
Motivational and experiential projects and opportunities	£1500	Where there are specific needs, the school is creative with it's use of services, resources and opportunities. This includes access to equipment, food, resources, trips and milk.	CONTINUE  ADJUST  SCRAP 
Music lessons and sports clubs	£400 £400	We provide access to instrument tuition which supports pupils skills, confidence and variety of experiences. The research between music and maths suggests strong links and music skills help children with patterns, counting and number in general. It is also confidence and self-esteem building, as well as a calming strategy for children with anger issues. This is true of sports clubs and we support PPG children accessing Judo and Dance as needed.	CONTINUE  ADJUST  SCRAP 
Training/courses/CPD	£750	Further upskilling (and dissemination) is needed to ensure interventions, core subject progress and support for PPG pupils is	CONTINUE  ADJUST  SCRAP 

		fully in place. This includes vulnerable learning	
Contingency for support with trips and other activities	£900	This allocation allows the school to make decisions and fund opportunities for pupils eligible for PPG that support wider outcomes and personal development	CONTINUE 👍 ADJUST 👉 SCRAP 👎
Likely spend in year:	£36,950		Actual spend:

School improvement action planning 2016-17 has the following milestones for Closing The Gap:

- From September 2016 the AfA Champion, designated coach and SLT will continue to target, support, challenge and creatively boost the learning of those pupils most at risk of under-achievement, in the focus groups and other PP children beyond
- From September 2016, improvements to current practice ensure that more able children (especially those in receipt of pupil premium) are making progress towards attaining the highest standards and achieving as well as they should
- From September 2016, governor committee minutes, SENCo/PPG/Link governor meeting minutes and G.I.V.E. evidence their ability to systematically challenge senior leaders about effective deployment of staff/resources and their impact upon improving outcomes for all groups of children, especially between disadvantaged and other pupils
 - By July 2017, actions will secure improvement in achievement for those supported by the pupil premium, particularly in mathematics, reading & writing: matching, or improving towards, achievement of other pupils nationally
 - By July 2017, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
 - By July 2017, at least 95% of parents and carers whose children are in receipt of pupil premium, support their children's achievement through engaging with learning at school and home; attending consultation meetings

AfA development plan 2016-17:

Priority	Action	Time-frame	Funding/ Resources	Operational Lead
1	Ensure all staff understand and apply the core principles of AfA. Training, action and feedback from individual staff in the use of resources will lead to small but significant changes in practice.	TD day morning 6/1/17	AfA Coach and Senco	CW
2	Enable staff to feedback successes through staff meeting and paired sharing of learning experience. To enable all staff to access the Bubble modules successfully and select a specific small unit to develop and research to feedback and share in staff meeting	Staff meeting 8/2/17	AfA Coach and Senco	CW
3	To empower vulnerable learners to develop awareness of learning across the school, leading to development of pupil self-esteem and confidence gained from visits to other classes. Vulnerable learners will be trained as learning detectives in order to confidently observe and feedback from observations of learning.	By December 2016	AfA Coach and Senco	CW
4	To develop and sustain the success of structured conversations across the whole school, by evolving all teachers in the use of the key principles of structured conversations, promoting consistency.	By April 2017	SENCO time	CW
5	Through Pupil Voice and structured conversations, collect soft evidence/data about vulnerable children which will result in a more holistic pupil profile for staff to plan from .	By April 2017	SENCO time	CW