

Summary information					
School	Topcliffe CofE Academy			Monitoring Governor	N.Knowles
Academic Year	2018-19	Total PP budget	£24,420	Date of most recent PP Review	Oct 18
Total number of pupils	103 + 22 Nursery	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Jan19

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Challenging behaviour
B.	Weak communication and language skills
C.	Able children that need to access higher level tasks, particularly in maths
D.	Concentration
E.	Poor long term memory development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Tasks set in school not completed at home
G.	Parental engagement
<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
A.	That all children make expected or better progress this year relevant to their starting points
B.	That all children achieve something at school this year that they feel proud of

Chosen action / approach	Evidence / rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review of implementation?	Desired outcome	Cost?
<b>All children attain well</b>						
Monitor data closely and respond with KUNCU strategies when needed – assign learning mentor to add another layer of support	Results from previous years show gaps in learning	Monitor KUNCU files with SLT Individual pupil reports to SLT	AC BK ETS	Jan 2019 March 2019	All pupils will keep up	£0
Provide Emotional support (ELSA) to ensure children feel safe and secure to learn and have a key person to talk to	Historically our PP pupils have needed ELSA support to enable them to access learning and make progress	Individual pupil reports for teachers and SLT to monitor progress as part of RAP meetings	GW	Jan 2019 March 2019	Pupils will be calm and settled and able to access their learning	£500.00 cost of ELSA training  £1,000 = an afternoon a week with trained HLTA
Provide an engaging curriculum that inspires and motivates and will then impact on basic skills	Identified as a key priority on the ADP	2 teachers visit Outstanding school 2 teachers planning time 2 teachers planning time	BK AC	Jan 2019 March 2019	Pupils will be excited and fully engaged in every step of their learning leading to rapid progress	£1,200 teacher cover x6 days to develop strategy and implement it
Purchase Classroom monitor (assessment and tracking tool) in order to effectively monitor PP progress and target specific learning needs	All staff + governors need accurate, readily available information in order to monitor and track pupil progress through school	All staff will be confident to find any information about groups of children from the tracker	AC	Jan 2019 March 2019	All PP pupils will be tracked in a clear way that ensures HT + SLT can access data at any point leading to improved tracking and outcomes	£1,000
Train an additional TA to deliver RRI as an intervention for PP children to meet national phonics benchmark	RWI is an effective intervention to use as a Keep up strategy for phonics learning	Monitoring by HT + SLT	ETS	Jan 2019 March 2019	All pupils pass phonics screening test All pupils learn to read and become life long readers	2 RWI training days £150 of the training course

Additional TA support in classrooms for English and Maths	Through high quality support of pupils with barriers to learning pupils are able to access learning at ARE	Monitoring by HT + SLT: Lesson observations Learning walks data	AC	Jan 2019 March 2019	All pupils are able to access learning at ARE or above	£5,430
<b>All children make expected or better progress</b>						
Provide a learning support mentor	That the barriers to learning for PP pupils can be complex and need time spending on them	Regular check-ins with learning mentor on progress of pupils	AC	Jan 2019 March 2019	PP pupils have someone checking and supporting their work on an individual level and focusing on small barriers	£1,170 = an afternoon a week with trained HLTA
Breaking down barrier training with all staff	All staff need to be aware which pupils are PP	All staff will have an input into overcoming the barriers for their focus pupils	AC	Jan 2019 March 2019	All staff will work collaboratively on supporting PP pupils with any barriers to learning	£100 OT
Use Workwatch intervention to increase standards in writing (ADP)	WW progress can last for up to 3 years after the 6 week intervention	HT, SLT monitoring	AC	Jan 2019 March 2019	PP pupils will have access to a high quality intervention that will ensure accelerated progress	£0
Purchase whole school books for the library to ensure that PP children can access high quality and interesting texts for independent reading time	Whole school reading data lower than previous years, identified through monitoring as a school priority. Also research (Building an Outstanding Reading School document)	Use current research on what is 'high quality' and select novels that work with the Real Writing project	AC SH	Jan 2019 March 2019	All pupils will be able to access up to date, high quality texts that motivate them to read	£3,270
Purchase whole class books for 'novel' time to ensure that PP children can work at ARE as a minimum during reading sessions			AC SH	Jan 2019 March 2019	All classes can implement effective 'novel time' as they will have the resources in place	£2,000
Develop on site a designated library area 'reading space' that will nurture and encourage children to read and will also offer a community approach to			AC Govs	Jan 2019 March 2019	All pupils, parents and members of the wider school community will be able to access high quality reading materials in a designated, inspiring reading space	£5,000

reading and our PP families						
<b>Children's basic needs are met</b>						
<b>Disadvantaged premium focus:</b> Provide ELSA support and Thrive interventions, alongside emotional check-ins.	Historically our PP pupils have needed ELSA support to enable them to access learning and make progress	Individual pupil reports for teachers and SLT to monitor progress as part of RAP meetings	AC	Jan 2019 March 2019	Pupils will be calm and settled and able to access their learning	£1,000 = an afternoon a week with trained HLTA
<b>Service premium focus:</b> Provide ELSA support and Thrive interventions, alongside emotional check-ins.	Historically our PP pupils have needed ELSA support to enable them to access learning and make progress	Individual pupil reports for teachers and SLT to monitor progress as part of RAP meetings	AC	Jan 2019	Pupils will be calm and settled and able to access their learning	£1,000 = an afternoon a week with trained HLTA
Provide extra-curricular clubs that PP children can access (lunchtime/ after school with no cost)	Equality of opportunity to all groups of pupils	Monitor access Pupil voice	AC	Jan 2019 March 2019	All children will access an extra curricular club over the academic year	£1,000 OT costs for TA's to run clubs
Provide places at Before school club for use of computers to complete homework eg, TTRS, Read Theory, RM Easi maths	Equality of resources to all groups of pupils	Monitor access Pupil voice	AC	Jan 2019 March 2019	All pupils will be able to access on-line homework tasks	£600.00
<b>TOTAL</b>						<b>£</b>

total