

**Aqueduct Primary School PPG Action Plan 2014-15 REVIEW**

25% of Pupils are either currently Free School Meals or are Ever 6 (Have been eligible at some point over the past 6 years) and so qualify for PPG funding.

Intended outcomes	Action	Monitoring	Evaluation	Impact
<p>To maintain the already good attendance figures so that they are in line with or exceed the school target of 96.15% attendance and remain above the national average..</p>	<p>School has jointly appointed an Educational Welfare Officer along with all other central cluster schools. The EWO is responsible for supporting the school with attendance by:                      Attending TAC meetings to support families                      1:1 work with children to improve attendance                      Home visits and communication with parents                      Attending a review of attendance with the Head every three weeks.                      Court prosecutions if necessary</p>	<p>Attendance target agreed with Governors                      Attendance plan written and agreed                      3 weekly reviews to monitor children's attendance with head teacher and school attendance lead.                      Attendance board on display for all school community to see.                      Attendance rates communicated to children in assembly each week.                      Individual and class attendance certificates half termly, with prizes for the best attenders.                      Family prizes offered for best attendance and most improved attendance.</p>	<p>Governors track attendance figures on a termly basis in order to identify if the school are maintaining its good level of attendance and achieving the target of 96.15% for the year.                      Are governors tracking the attendance of PPG pupils and identifying those PPG pupils with lower than expected attendance and taking necessary action?</p>	<p>Attendance for school year 2014-15 was 96.31%.</p>
<p>To ensure equal access for all children to additional experiences to enhance curriculum</p>	<p>Money will be used to subsidise costs of visits and experiences for FSM children.                      e.g Arthog – Yr 6, Arthog outreach Y5 and Yr 6                      Attendance at clubs or</p>	<p>Termly summaries will be presented to the Governors Resources Committee to show the use of pupil premium money to subsidise visits/activities.</p>	<p>The following extra-curricular activities will be offered to <b>all</b> pupils in the particular year groups                      Music lessons offered to years 1-6; brass, keyboard</p>	<p>Between 60-70% of our PPG pupils took part in extra – curricular clubs over the academic year 2014-15.</p>

	music provision as just a few examples		and guitar.  Year 6 Arthog residential trip Year 2 Iron bridge residential trip Cross bar afterschool club Computer club Gardening club Cross country club Dance club Karate Arthog Outreach Pantomime visits	
To ensure equal access for all children to additional experiences to enhance curriculum	Music to the 4 provision will be bought in for all pupils subsidised for those eligible for PPG funding. This will ensure that all PPG pupils are able to access high quality music provision, which may act as the stimulus to go on to play instruments themselves. The funding of these music lessons would also be available through PPG funds	Monitor uptake of other musical provision by PPG funded pupils. Termly summaries will be presented to the Governors Resources Committee to show the use of pupil premium money to subsidise visits/activities.	Year 4 will complete a set of Music to the 4 sessions using violins. Music coordinator to track those pupils eligible for PPG; have any of these pupils gone on to other music lessons or expressed any interest in doing so?	Year 4 pupils who are eligible for PPG funding went on to receive music lessons in brass, keyboard and guitar.
To improve maths across KS2 for all pupils, but in particular those eligible for PPG funding.	A specialist maths teacher will be part funded by the school (along with other local primary schools in the DSLC) to provide additional maths teaching from L3 to L6. Specific	Subject leaders and Head Teacher/PPG Link Governor to monitor the progress of the pupils who are receiving this additional support.	Those intervention groups lead by the specialist maths teacher will contain some children eligible for PPG funding. Progress of these pupils will be tracked in	6 pupils in year 6 were eligible for PPG funding. 4 out of these 6 pupils were involved in the intervention groups. 1 of the remaining was a later starter and joined

	<p>focus will be put on those pupils eligible for PPG funding.</p>		<p>order to determine the impact of this intervention.</p>	<p>us during the spring term (at level 2) and the other pupil was a more able learner who participated in the level 6 workshops also during the summer term. 1 of the pupils involved in the maths intervention exceeded their end of year target. However 3 out of the 6 pupils attained national expectation or above at the end of year 6 for maths.</p>
<p>To close the gap in attainment and accelerate children's progress.</p>	<p>Additional hours have been allocated in KS1 and KS2 for experienced support staff and teachers to work with pupils who are not making the expected progress in reading, writing and maths. The support is to be given during the afternoon sessions in the form of 'clinics' that immediately address any areas of concern raised by the class teacher as a result of the lessons taught during the morning session. This will ensure that the children have additional, small group or 1:1 support to overcome their barriers</p>	<p>Half termly assessments of progress Support staff records of progress of pupils in their groups Subject leader monitoring of impact of groups.</p>	<p>Phase leaders to coordinate the intervention groups. SLT and class teachers to analyse data for reading, writing maths of all pupils eligible for PPG funding.</p>	<p><b><u>PPG Headlines Summer2 2015</u></b></p> <p>Progress is low this year <b>however</b>, attainment is positive.</p> <p><b><u>Year 6</u></b> <b>Reading</b> 4b+ 68% 5c+ 51% <b>Writing</b> 4a+ 50% <b>Maths</b> 4b+ 51%</p> <p><b><u>Year 2</u></b> <b>Reading</b> 2b + 91% 2a+ 54% <b>Writing</b> 2b+ 54% <b>Maths</b> 2b+ 63%</p>

	to learning.			
Additional release time for the Inclusion Manager (SENCo) to plan and direct teaching assistants in targeted interventions (as above)	Interventions will be planned for and monitored by the Inclusion Manager (SENCo) with support from the Deputy Head. Monitoring will include half termly reviews of progress and allocation of intervention groups appropriate to the needs of the pupils. Case studies will be carried out on those pupils receiving PPG to ensure that they are making progress that is at least expected but aiming to be better than expected in order to close the gaps in their learning.	Monitoring of pre and post assessment data to assess progress being made and future actions /interventions required	Inclusion manager to track and analyse the progress and attainment of pupils eligible for PPG funding alongside the SLT at the end of every term. Inclusion manager to monitor the delivery of PPG intervention groups, level of support and teaching and track progress/impact of these interventions. PPG meetings to be held every term with the inclusion manager, link governor and SENDCo shadow.	Inclusion manager did start tracking PPG data on a termly basis during PPG meetings with the link Governor and shadow SENDCo.
Address inclusion/behaviour with pupils across the school who have significant social and emotional or behaviour issues so that these are not barriers to their learning or that of their peers. To support them in functioning effectively in a mainstream class without significant intervention or the risk of exclusion.	Nurture staff will be employed to work throughout the day to ensure that they can work with more children and can also work with children from both Key Stages. Boxall Profiles will be completed at the start and end of the nurture provision to enable staff to assess the progress being made by the pupils.	Staff to keep records of pupils they work with. Carry out and monitor the Boxall assessments. Records of children's feelings (social and emotional) before and after attending the nurture group. Keep feedback of meetings with parents. Close monitoring of the provision by the Inclusion Manager (SENCo) and Headteacher. Feedback will be provided to the governors via the governor	SENDCo to liaise with link governor regarding Nurture group monitoring. SENDCo to support and monitor the social and emotional needs of the Nurture group PPG pupils against academic progress and attainment. SENDCo to continue tracking Boxall profile data (via the SENDCO administrator). Inclusion manager and HT to look at creating the role of Nurture leader to support	Inclusion manager began termly monitoring visits to the Nurture group. Boxall profile analysis was able to track progress in social and emotional needs where academic progress was slower. Nurture group held a family afternoon which was a great success and positive feedback was given by the parents. A Nurture leader was

		with Link responsibility for SEND.	and strengthen levels of communication between school and Nurture.	appointed for September 2015 from the current staff.
To boost the attainment of underperforming Year 5 and 6 PPG pupils	Carry out after school and holiday booster sessions with year 5 and year 6 pupils in order to raise their attainment. Pupils targeted are those who are not making enough progress to achieve their expected KS2 levels. Offer 1:1 support for targeted children with a qualified teacher to improve attainment and progress	Qualified teacher to keep records of work being undertaken and the attainment and progress being made. Subject leaders to monitor these records and liaise with the Head teacher. Further interventions to be put in as required.		Holiday interventions did not take place.