

The School Improvement Plan 2017-18 PPG

Goal:

The gap for progress between those in receipt of PPG and those without will be less than 5% for Reading, Writing and Maths across the school especially in Year 6 by ensuring:

Objectives:

- The culture within the school acknowledges and embraces inclusive attitudes and behaviour in terms of children identified as being disadvantaged.
- The curriculum content across the school is relevant and motivating for all children regardless of social background or financial situation.
- The teaching and learning styles used by staff engage and motivate all.
- Specific interventions and mentoring are made available to those in receipt of PPG where appropriate.

Tracking Progress through Milestones

Goal		From (July 2017)	End of Autumn Term	End of Spring Term	End of Summer Term	To (July 2018)
The gap for progress between those eligible for PPG and not will be less than 5% for Reading, Writing and Maths across the school especially in Year 6.	Tracking	Y6 – Performance of PPG compared to non-PPG in KS2 tests R,W,M 2016 -58% 2017 -15%	Average Points Progress (R/W/M) (Classroom Monitor) Y6 – PPG 1.2 Whole Cohort 1.17 Difference +0.03 PPG +3% Y2 - PPG 0.95 Whole Cohort 0.98 Difference -0.03 PPG -3% R – N/A Y1 – N/A Y3 -- PPG 0.78 Whole Cohort 0.84 Difference -0.06 PPG -5% Y4 – PPG 1.00 Whole Cohort 1.08 Difference -0.08 PPG -8%	Points Progress (Classroom Monitor) Y6 – PPG 2.78 Whole cohort 2.44 Difference +0.34 PPG +17% Y2 - PPG 1.89 Whole cohort 1.99 Difference -0.1 PPG -5% R – PPG 2.92 Whole cohort 2.98 Difference -0.06 PPG -3% Y1 – PPG 2.4 Whole cohort 2.1 Difference +0.17 PPG +9% Y3 – PPG 1.74 Whole cohort 1.9 Difference -1.6 PPG -8%	Points Progress (Classroom Monitor) Y6 – PPG Whole cohort Difference PPG % Y2 - PPG Whole cohort Difference PPG % R – PPG Whole cohort Difference PPG % Y1 – PPG Whole cohort Difference PPG % Y3 – PPG Whole cohort Difference PPG %	

		Y5 – PPG 1.14 Whole Cohort 1.09 Difference +0.05 PPG +5% (Expected progress 0.9 -1.2 point) 0.01 points to equal 1%	Y4 – PPG 2.44 Whole cohort 2.25 Difference +0.19 PPG +9% Y5 – PPG 2.38 Whole cohort 2.48 Difference -0.1 PPG -0.5% (Expected progress 2 point) 0.02 points to equal 1%	Y4 – PPG Whole cohort Difference PPG % Y5 – PPG Whole cohort Difference PPG % (Expected progress 2 point) 0.02 points to equal 1%	
Evaluation		Evidence from the Autumn Term suggests that the gaps in progress has significantly narrowed in Upper KS2 but there are still significant gaps in the rest of the school where data was available.	Evidence from the Spring Term suggests that gains in Year 6 have been extended with strong gains made in Year 1 and Year 4. Year 2 and Year 3 are the key areas of focus.		

Leader : Katie Scott

<u>What</u> would you like to achieve (e.g. improve...)	<u>How</u> might you/we go about it?	How will you be able to <u>measure</u> if you've achieved it?	How much will this <u>cost</u> ?	Monitoring by...
The culture within the school acknowledges and embraces inclusive attitudes and behaviour in terms of children identified as being disadvantaged.	Meet with locality schools to discuss culture with specific regards to disadvantaged children.	Notes from meetings made available to S&O. Staff Meeting (5.3.18)	KS (3 hours per term) (no cover needed)	HT Trustees
	All children in receipt of PPG will have taken part in extra-curricular activities and been involved in performing to or representing the school.	KS to meet with all children to monitor involvement and to ensure resources available for this to occur. See PPG tracking grid.	KS (3 days) (no cover needed)	
	Identify any considerations from the culture work undertaken. Implement and monitor any agreed actions. KS to monitor any agreed actions.	Staff Meeting (5.3.18) Agreed Year Group changes implemented. By the end of the Summer Term.		
The curriculum content across the school is relevant and motivating for all children regardless of	Meet with locality schools to discuss relevance and adaptation of curriculum with specific regards to disadvantaged children.	Notes from meetings made available to S&O. Staff Meeting (5.3.18) Notes from Index for Inclusion Project made available to S&O.	KS (3 hours per term) (no cover needed)	HT Trustees

Leader : Katie Scott

What would you like to achieve (e.g. improve...)	How might you/we go about it?	How will you be able to measure if you've achieved it?	How much will this cost ?	Monitoring by...
social background or financial situation.	Identify any considerations from the curriculum discussions undertaken. Implement and monitor any agreed actions. KS to monitor any agreed actions.	Staff Meeting (5.3.18) Agreed Year Group changes implemented. INSET Day – Planning and Curriculum (6.4.18) By the end of the Summer Term.		
The teaching and learning styles used by staff engage and motivate all.	Meet with locality schools to discuss relevance and adaptation of curriculum with specific regards to disadvantaged children.	Notes from meetings made available to S&O. Staff Meeting (5.3.18) Notes from Index for Inclusion Project made available to S&O.	KS (3 hours per term) (no cover needed)	HT Trustees
	Identify any considerations from the evidence gathered. Year groups implement change. KS to monitor any agreed actions.	Staff Meeting (5.3.18) Agreed Year Group changes implemented. Staff attended Developmental Trauma Training (22.2.18) By the end of the Summer Term. See Yr 5 GM Development (MA Plan)		
Specific interventions and mentoring are made available to those in receipt of PPG where appropriate.	Identify and explore research showing best practise of the use of PPG funding.	Research shared with staff (see email) Staff attended Developmental Trauma Training (22.2.18) Staff Meeting (5.3.18)	All staff (staff meeting)	HT Trustees
	All children in receipt of PPG to have a mentoring session each term with KS involving the exploration of maths and writing books, discussions about motivations and extra-curricular involvement, and the opportunity to share their current reading book.	See PPG Tracking grid.	KS (5 days per term) (no cover needed)	

Leader : Katie Scott

What would you like to achieve (e.g. improve...)	How might you/we go about it?	How will you be able to measure if you've achieved it?	How much will this cost ?	Monitoring by...
	KS to explore tracking data of individuals in receipt of PPG and discuss appropriate support with Year Leaders.	See PPG Tracking grid. See feedback summaries from PPMs.	KS (1 day per term) (no cover needed)	

An on-going report of actions and outcomes in this subject area

PPG On-going action report

- Data from 16-17 which identified issues (ASP/FFT).
- Data analysed from Autumn Term PPM's. Added to Tracking Progress through Milestones.
- 24.1.18 – First locality PPG group meeting. *(Date of next meeting - 14.3.18)*
- 29.1.18 – Considerations from PPG group meeting shared with S & O (see notes - [Locality PPG Group Meeting - 24.1.18.docx](#)).
 - PPG report for 2016/17 updated in line with locality best practise, to include more specific breakdown of costs and impact of specific provisions (shared with S & O - 19.2.18)
 - Planned expenditure report for 2017/18 written in line with locality best practise (shared with S & O - 19.2.18)
 - Specific class and cohort breakdowns produced showing multiple-group members and expected levels of attainment and progress (shared with S & O and staff - 19.2.18)
- 5.2.18 – Index for Inclusion Pilot meeting
- 22.2.18 – Developmental Trauma Training attended by all staff.
- 5.3.18 – PPG Staff meeting. Focus on Needs Analysis linked to Developmental Trauma training.
- 14.3.18 – Second locality PPG group meeting *(Date of next meeting – 23.5.18)*
- 28.3.18 – Index for Inclusion Pilot meeting. Focus on attendance, punctuality and parental engagement.
- 24.4.18 – Index for Inclusion Pilot meeting. Discussed follow-up to Developmental Trauma focusing on classroom strategies.
- 1.5.18 – Analysis of data from Spring Term PPMs.

