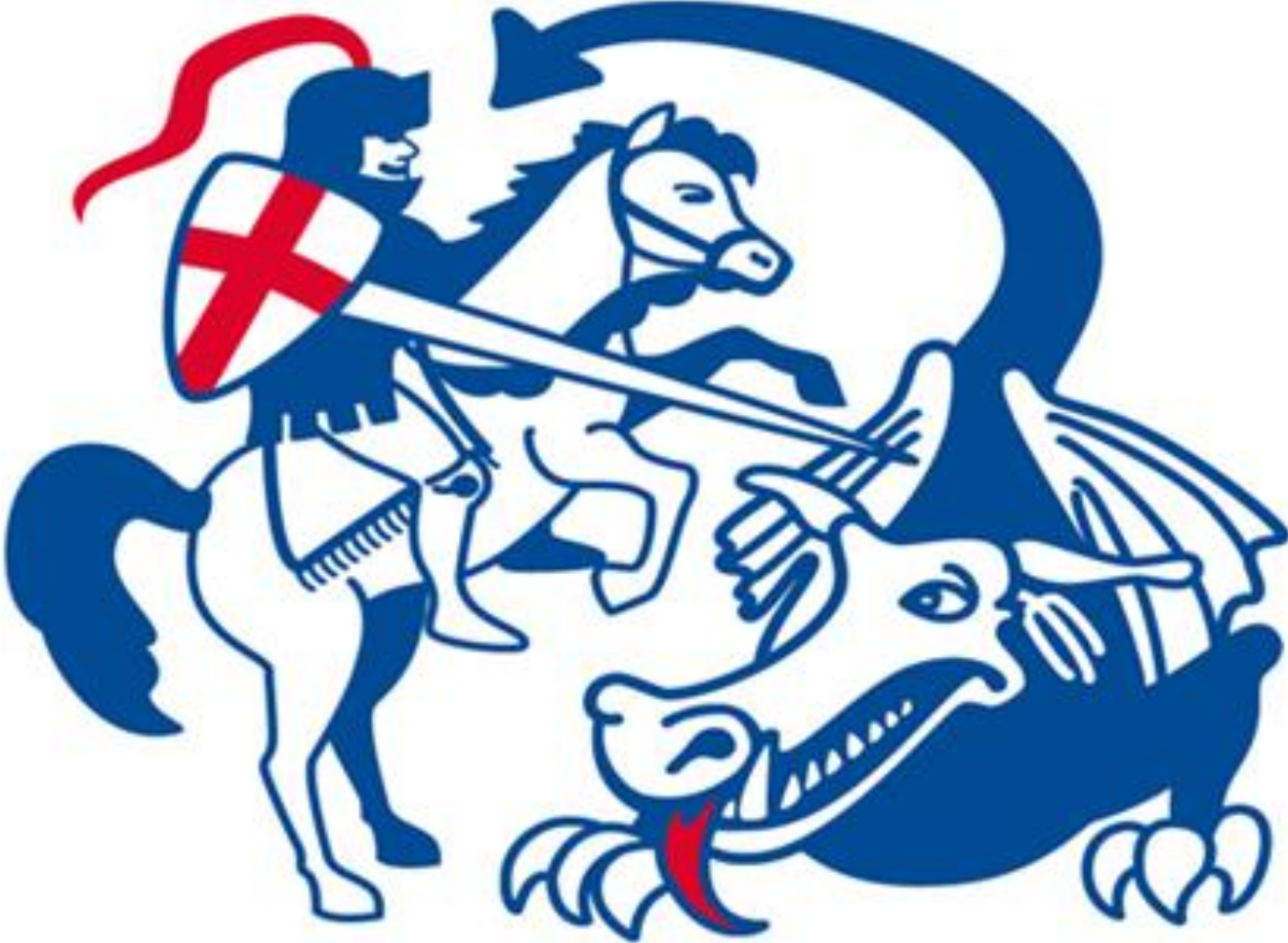


St George's C of E School Action Plan-Pupil Premium 2015-2016

Formulated by – Helen Montgomery (PP Champion)



Improvement Priority Term 1	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
Inclusivity						
<p>To improve inclusivity within the classroom in KS2.</p> <p>To ensure day-to-day teaching meets the needs of PP children as individual learners with differing needs</p>	<p>Wk1: hold meetings with Senco/class teachers to discuss provision maps and needs within the classroom in relation to PP children.</p> <p>Wk2: HM update PP register and work out percentages in each class. Create PP tracking document to include current assessment step/interventions in place and level of need/review. Highlight children on both PP and SEN register for additional needs/time.</p> <p>Wk: 2-8 HM to work within LKS2 classes (Cedar/Willow) and ER to work with UKS2 classes (Hazel/Sycamore) to lead model lessons focussing on inclusivity. Also provide support for PP children/groups by team teaching, joint planning with class teachers.</p> <p>Wk3: HM to work with class TAs to timetable, manage and suggest resources to deliver interventions.</p> <p>Wk4: KS/AH to conduct phonics screening to address needs of PP children. HM to set up timetable and groups after gap analysis. (See LKS2 phonics plan for more detail).</p>	<p>PP children being supported within the classroom in an inclusive way.</p> <p>Teacher CPD/feeling better equipped with including the needs of PP children within mainstream teaching time.</p> <p>Marking allows for quality feedback.</p> <p>Individual interventions running smoothly and being delivered consistently.</p>	<p>All Staff</p> <p>HM to lead</p>	<p>Sept-Oct 2015</p>	<p>Leadership time</p>	

Improvement Priority Term 1	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
	<p>Wk4-5: SLT to focus on PP children within formal English observations and provide feedback on inclusivity/needs.</p> <p>Wk. 6: Invite governors in to observe inclusive grammar lesson taught by PP/English Leader and lower KS2 phonics intervention.</p> <p>Wk8: review interventions with SENCo/Class Teacher</p> <p>Wk8: transition meeting HM/PR to discuss T2. PR taking over delivery of PP when HM goes on maternity leave at EOT 1.</p>					

Improvement Priority Term 2	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
Interventions						
<p>KS1: to support PP children by addressing barriers and intervening with a highly qualified additional teacher.</p> <p>KS2: to support PP children by addressing barriers and intervening with a highly qualified additional teaching assistant.</p>	<p>Wk1-7: KS2: after review of T1 inclusivity focus and addressing barriers (gap busting), PR to begin delivery of interventions in KS2 (withdrawal of children to work 1:1 or small groups.)</p> <p>KS1: after review of T1 PP delivery within the classroom/quality first teaching, LS to begin delivery of interventions in KS2 (withdrawal of children to work 1:1 or small groups.) LV to formulate timetable/plan and lead.</p>	<p>Pupil tracking (steps data) at EOT 2/pupil progress meetings shows the gap closing between PP and non PP children.</p> <p>Interventions are working and progress is being made. Any adjustments are made as soon as needed.</p>	<p>All Staff</p> <p>PR to lead</p>	<p>Nov-Dec 2015</p>	<p>Cost of additional teacher X2 days week (KS2)</p> <p>Cost of additional highly trained teaching assistant X3 days week (KS1)</p>	

Improvement Priority Term 3	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
TBC after review of T2						

Improvement Priority Term 4	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
TBC after review of T3						

Improvement Priority Term 5	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
TBC after review of T4						

Improvement Priority Term 6	Action	Success Criteria	Who	When	Resources / Cost	Evaluation
TBC after review of T5						