

PUPIL PREMIUM ACTION PLAN – 2018-2019

1. Summary information								
School	La Fontaine Academy							
Academic Year	2018-19	Total PP budget	£43,560	Date of most recent PP Review	07/18			
Total number of pupils	319	Number of pupils eligible for PP	33	Date for next internal review of this strategy	01/19			
2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
% achieving GLD at the end of Reception	0%	100%	86%	83.4%	79%	91.2%	87%	90.4%
% passing Phonics Screening test at the end of Year 1	80%	100%	100%	100%	100%	100%	98.2%	96.3%
% achieving national standard (Reading) at KS1	-	75%	75%	100%	91%	100%	95%	86.8%
% achieving national standard (Writing) at KS1	-	75%	75%	80%	91%	96%	92.5%	89.7%
% achieving national standard (Mathematics) at KS1	-	75%	75%	80%	96%	100%	92.5%	89.7%
3. Barriers to future attainment (for pupils eligible for PP)								
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>								
A.	Need for extra support in core areas (English and Mathematics) to raise the attainment of PPG (and other vulnerable) children across the school.							
B.	PPG (and other vulnerable) children achieving Greater Depth in Reading, Writing, Mathematics is generally lower than non-FSM children.							
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>								
C.	Average attendance for PPG children in 2017-2018 was slightly lower than non-PPG children. This reduces their school hours and has an impact on their emotional well-being.							

Desired outcomes					
A.	Narrow the gap between PPG (and other vulnerable) and non-PPG children in English and Mathematics.	Students eligible for PPG (and other vulnerable children) make accelerated progress if necessary.			
B.	Improve Greater Depth outcomes for PPG (and other vulnerable) children.	Students eligible for PPG (and other vulnerable children) reach greater depth in all year groups and make accelerated progress if necessary.			
C.	Improve attendance for PPG children	The gap – in attendance – between PPG and non-PPG children is narrowed.			
4. Planned expenditure					
Academic year		2018-2019			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Narrow the gap between PPG and non-PPG children in English and Mathematics.	Staff training & CPD. SLT deployment. Support from Achievement for All	Quality-first teaching is key to raise standards.	Use CPD sessions to deliver training. Use PPA session to provide planning support. Co-teaching to ensure modelling from more experienced teachers. Support from STEP Head of T&L. Peer observations and feedback. Learning walks.	DHT AHT Subject Leaders	January 2019, June 2019
B. Improve learning at Greater Depth	Staff training & CPD. SLT deployment. Support from Achievement for All	Quality-first teaching is key to raise standards.	Use CPD sessions to deliver training. Support from STEP Head of T&L. Peer observations and feedback. Learning walks.	DHT AHT Subject Leaders	January 2019, June 2019

B. Improve learning at Greater Depth	Staff training on Greater Depth. CPD on teaching of depth skills. Planning support for teachers. Support from Achievement for All	Gaps are still evident for PP students at greater depth. A higher percentage of all students need to attain 'greater depth'. By training a number of teachers in stretch and challenge practices, we will have models of good practice in place.	Use INSET days to deliver training. CPD from Subject Leaders. Peer observations and feedback. Learning walks. Peer coaching to develop best practice and then share with others. Training from Maths Hub & STEP Head of T&L.	DHT AHT Subject Leaders	January 2019, June 2019
Total budgeted cost					Circa £45,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve attendance of PPG children	Close work with EWO to monitor attendance of PPG children.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance.	Work with Attendance Officer and EWO to monitor attendance and target families if necessary. EWO & Inclusion Manager work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed.	SENDco + SBM + EWO	January 2019, June 2019
Total budgeted cost					£3,500