| ***STOCKLAND GREEN SCHOOL’S PUPIL PREMIUM ACTION PLAN 2019/20*** | | | |
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| **Headteacher name** | Mrs M George | **Signature** |  |
| **Head of Governors name** |  | **Signature** |  |
| **Reviewer name** |  | **Signature** |  |
| **Total number of pupils in the school** | 765 | | |
| **Number of PP-eligible pupils:** | 363 | | |
| **Amount per pupil:** | See PP statement for an in depth breakdown of expenditure. | | |
| **Total pupil premium budget:** |  | | |

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| **School’s pupil premium agenda:** | *The makeup of our cohorts drive the way we strategize our initiatives, to meet the needs of our changing cohorts, and the abilities on entry of these cohorts. Different year groups will receive tailored support for their need.*   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **7** | |  | **8** | |  | **9** | |  | **10** | |  | **11** | | | **Cohort** | **150** | |  | **152** | |  | **148** | |  | **141** | |  | **158** | | |  | **No.** | **%** |  | **No.** | **%** |  | **No.** | **%** |  | **No.** | **%** |  | **No.** | **%** | | **Disadvantaged Students** | 85 | 57% |  | 77 | 51% |  | 72 | 49% |  | 65 | 46% |  | 76 | 48% | | **Other Students** | 65 | 43% |  | 75 | 49% |  | 76 | 51% |  | 76 | 54% |  | 82 | 52% | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **Disadvantaged Boys** | 40 | 47% |  | 45 | 58% |  | 44 | 61% |  | 30 | 46% |  | 35 | 46% | | **Other Boys** | 35 | 54% |  | 43 | 57% |  | 40 | 53% |  | 41 | 54% |  | 47 | 57% | | **Disadvantaged Girls** | 45 | 53% |  | 32 | 42% |  | 28 | 39% |  | 35 | 54% |  | 41 | 54% | | **Other Girls** | 30 | 46% |  | 32 | 43% |  | 36 | 47% |  | 35 | 46% |  | 35 | 43% | |

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| **Approach** | **Action** | **Evidence** | **LG responsible** | **Review** | |
| **Pre Covid** | **Post Covid** |
| **Whole-School Ethos of Attainment for All**    ***Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.*** | Internal targets are set to close attainment GAPs and challenge DA progress  Ensure QA processes in school are PP driven – observations, learning walks, lesson study, book scrutinise and curriculum reviews  To increase student participation of DA MAP students  Governor appointed with responsibility for Pupil Premium  Ensure all teachers have expectation that DA will achieve as well as Non DA students – All Seating plans to show to have DA data | DA students set aspirational targets dependent on historical subject performances  **PP first approach.** PP students seen first in lessons, books marked first etc to enable a curriculum drive for progress.  - Engage and actively encourage students to participate in extra-curricular and intervention provision (monitor regularly).  - To provide opportunities for DA MAP students to take on student leadership opportunities.  Strategic focus on PP progress, holding leadership to account.  Interaction with attainment data to ensure appropriate interventions are in place. | SXC  SLC  KAL  MEG  SXC | Class snapshots highlight all PP students | % of PP students accessing Microsoft Teams accessed weekly and used to support weekly safe and well calls. |
| **Address Behaviour and Attendance**  ***Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.*** | Reduce FTE and PAs through early identification of potential repeat offenders aligned with proactive support packages.  DA students prioritised:   * For home visits * In Attendance meetings * Through Spotlight campaign * For counselling services   Use of Behaviour data to ensure:   * DA cohorts are proportionate to other groups (BSR / fixed term exclusions) * Repeat offenders are addressed and supported accordingly (COBS / BSPs)   Family support worker allocates additional funding to barriers for attendance and learning of DA students  Early help offered to vulnerable families (Malachi)  Timely interventions calendared throughout the year to support our DA students (BSPs/behavioural stages…)  To ensure all DA students are in receipt of the correct provision to increase positive outcomes.  Engagement of parents in school life | Personalised pastoral mentor for daily check-ins.  Specialised B2A mentoring support which works on particular area of need.  Internal exclusion facility prioritised for DA students, providing work and study materials to continue syllabus during excluded period.  Weekly meeting minutes from attendance. ACE records through Spotlight. Student evaluations from counselling sessions.  Weekly fixed term exclusion report and behaviour dashboard figures shows DA in line with national (other) figures.  BSP paperwork – reduction in numbers of repeat offenders  Improved attendance of targeted DA students – minimum 95% attendance  DSL notes of Malachi support  Strategic use of behaviour data. Number of students on BSPs to reduce throughout the year.  Identify non attending PP parents at parents evenings, contacting home to arrange a alternative progress discussion. | LXC  LXC  RMG  LXC  RMG  RMG  RLH | % of DA students receivingFTE reduced from 3.4 % to 3.3 % (National Average 10.2%)  See meeting notes.  13th March 2020  DA absence : 7.4%  Other absence: 4.7%  DA Pers Abs : 20.4 %  Others PA : 11.8 %  DA FTE : 5.3 %  Others FTE : 1.3%  Ten applications made by FSW for financial hardship grants from charitable trust. All were PP students.  Referrals made to Malachi for 19 families for family support. Sixteen PP. |  |
| **High Quality Teaching for All**  ***Schools emphasise ‘quality teaching first’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.*** | Ensure a ‘PP first’ approach to classroom practices (feedback, questioning, marking of books, in class intervention, use of snapshots)  Prioritisation of DA Period 7 attendance  Continue curriculum reviews focussed on DA students.  Ensure a proportionate attendance of PP students on Erdington Hub Grade 5 masterclasses.  PP T&L learning group to monitor and identify T&L strategies are enforced to improve outcomes for PP students. | Snapshots amended following assessment cycle to best accommodate needs of DA students.  DA students compulsory attendance expectation to P7.  Curriculum changed according to needs of cohorts.  Liaison with Erdington schools and maximise use of their expertise across CORE areas. | SLC  SXC  SXC  SXC | Termly amendments to snapshots made in line with Data Entry. | Teams analytics utilised and PP kids identified ahead of safe and well calls made. |
| **Meeting Individual Needs**  ***Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs*.** | Student council representatives are proportionate for PP students  Disadvantaged pupil profiles created for transition between kEy stages  Careers and aspirations events held with all pupils at certain times of year to raise aspirations  Continuation of NCOP whole school strategy – 145 Disadvantaged students identified across all years groups which focus on ensuring students on correct pathways according to academic attainment (See NCOP programme / CEIAG Mapping document) | Improved knowledge of PP student needs  Raise aspirations of all DA students, exposure to the next phase of education  Provide opportunities outside of the curriculum to aspire and motivate students | RLH  RMG  RLH  SXC/RLH | T&L Leaders 8/25  Form Ambassadors (Eco Committee)14/24  Wellbeing Leaders 16/32  Total 38/81 = 47% PP |  |
| **Deploying Staff Effectively**  ***Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.*** | Family support worker assigned for early identification of vulnerable families and a graduated approach to Pupil Premium support  Ensure sustainability of current staffing structure in the current financial climate. | Graduated approach.  Fully staffed for 2019/2010. | RMG  SXC | Ten applications made by FSW for financial hardship grants from charitable trust. All were PP students.  Referrals made to Malachi for 19 families for family support. Sixteen PP. | Twelve PP families receiving food parcels, five of which also receive daily hot meals.  Eight Covid-19 Resilient funding applications. All PP students.  Two Malachi referrals.  Thirty six PP students on Vulnerable list received weekly contact from school/ |
| **Data Driven and Responding to Evidence**  ***Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their strategies.*** | Student conferences held half termly to scrutinise progress and attainment for disadvantaged  Class snapshots have a directed area for provision of PP students in lessons  Persistently absent data / behaviour logs reviewed half termly  IDSR training/ASP for all Governors | Establish a joint pastoral / curriculum approach to DA progress, with key attributes and barriers to learning made clear to all staff.  Ensure an interaction with class teacher and student progress / ATL data  Maintain attendance and exclusion figures in line with national averages.  Enable governors to strategically hold leaders to account. | SXC  SLC  LXC  SXC | Sixteen students identified for student conference, 14 of whom are PP.  Data engaged with and PP students needs address on the class snapshot  13th March 2020  DA Persistent Absence 20.4%  n/a DA: 22.8%  DA Absence 7.4%  n/a DA Absence 7.8%  DA FTE 5.3%  n/a DA FTE 10.2% | Teams analytics utilised and PP kids identified ahead of safe and well calls made. |
| **Clear Responsive Leadership**  ***Senior Leaders set ever higher aspirations and lead by example. They hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.*** | Leadership visits to external schools to evaluate best practice in locality – also use of School comparison tool  PP Aspire, Believe, Achieve mentoring package | Reviews and evaluations of performance contextualised and rationale clearly explained with any future changes in school.  DA students from EN,MA target list are given to LG for mentoring, | LXC  LG |  |  |