

Pupil Deprivation Plan 2014/15 Primary School A

Possible areas of focus for use of the Pupil Deprivation Grant

1. Robust **identification of need** with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for **tracking individuals' progress**
2. Developing a systematic approach to **intervention, support and providing feedback** to individual learners, including **those at risk of disengaging from learning** and whose **attendance** is a cause for concern.
3. Making provision of high quality for learners experiencing material disadvantage who have **additional learning needs**, or who are **looked after children**, are **educated otherwise than at school** or have **emotional social and behavioural needs**.
4. Access to **enrichment activities, the removal of any financial barriers** to participation and the provision of curricular activities and opportunities through **out-of-school hours provision** and holiday programmes.
5. The provision of **additional tuition**, small group tuition and other strategies designed to **personalise learning** and target support and **access to facilities beyond the school day** that support homework and independent learning, such as those involving ICT.
6. The development of **personal support and mentoring** to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn.
7. The development of strategies that involve the **family and community** including those that signpost learning opportunities.
8. The embedding of opportunities within the curriculum and in wider learning for **learners' voice** to be fully involved in informing decisions that affect their education.
9. The strengthening of strategies that promote **the school at the heart of its community**.

School's Key Areas for Improvement	Baseline (last set of results)	Targets – Expected Outcomes 2014-2015	Success Criteria
To improve knowledge and understanding of the STEM based curriculum and increase pupils access to ICT	Engagement questionnaires	Most pupils to be confident in their use of STEM based skills in activities across the curriculum	Pupils to be fully engaged in the activities and making significant progress.
To engage with parents through a variety of activities designed to support and nurture learning.	Engagement questionnaires and register of attendance	To increase the number of parents engaging with activities provided by the school by 20%	A growing number of parents engaging with activities provided by the school.

To work with pupils who currently are disengaged with learning	NBAR results and pupils questionnaires	90% of pupils identified show progress.	Most pupils identified show improvement in their NBAR scores and engage positively with school.
To subsidise enrichment activities for pupils from disadvantaged backgrounds.	Children's attendance	All pupils attend the enrichment activities provided	Trips and other activities become accessible for all pupils.
To develop the role of learners voice through well structures school committees	Pupil questionnaires	Members of the committees to work together and their decisions to impact the school.	School committees active and support decision making within the school

CSC Priority	PDG Area of Focus	Improving Schools Plan	Key Actions	Lead Responsibility	Timescale		Monitoring Are we on track?	<u>Developmental</u> How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	End Date			Staffing and Resources	Cost	Source	
4	4,5		What we need to do to bring about improvement and achieve our targets Training for key members of staff in the teaching and learning opportunities provided by the STEM curriculum. Purchase the ICT resources and identify aspects of the	HT and DHT and identified LSAs	Sept 2014	July 2015		All pupils engaged with STEM based activities through the technology. Pupils engaging with peers from other schools to share work collaboratively and share their learning	LSAs and additional ICT	£44K		SLT to monitor and review half termly

			<p>timetable and curriculum that could be enhanced by these resources and out of hours provision</p> <p>LSAs employed and trained for the delivery of STEM activities for both F Phase and KS2.</p> <p>Timetabled progressive activities planned.</p>				<p>and self and peer assess.</p> <p>Parents and pupils working together.</p>				
4	7,9		<p>LSAs to work alongside pupils during a lunchtime club and to support parents in the Dads Mums clubs.</p> <p>Improvement observed in STEM based curriculum areas and engagement with parents.</p> <p>A positive image for STEM based activities developed.</p>	HT and DHT and identified LSAs	Sept 2014	July 2015	<p>Most pupils and parents engaged with STEM based activities through school resources and technology.</p> <p>Parents and pupils working together.</p> <p>School to gain the Investors in Families accreditation.</p>	LSAs	£22K		SLT to monitor and review half termly
4	2,6		<p>LSAs to work alongside identified pupils.</p> <p>Meet and greet</p>	HT and DHT and identified LSAs	Sept 2014	July 2015	<p>Most pupils identified show more engagement in their learning and positive attitudes towards school.</p>	LSAs	£19K		SLT and LA to monitor and review half termly

			<p>sessions to run at the beginning of the day.</p> <p>Nurture classes for identified pupils</p>								
4	4		<p>Enrichment activities subsidised for pupils receiving FSM.</p>	<p>HT and DHT and identified LSAs</p>	<p>Sept 2014</p>	<p>July 2015</p>	<p>Finances are no longer a factor in FSM pupils attending school visits.</p>	<p>SLT</p>	<p>£10K</p>		<p>Monitor the number of pupils who attend trips and enrichment activities.</p>
4	8		<p>Staff leading committees in school to meet with the SLT and discuss way forward.</p> <p>Pupils to apply for the committees and meet with their lead teacher.</p> <p>Key aims and priorities discussed and presented to the SLT.</p> <p>Action plans agreed, the way forward, timescales and resources put in place.</p> <p>The committees to share their plans with the school community.</p>	<p>HT and DHT and identified LSAs</p>	<p>Sept 2014</p>	<p>July 2015</p>	<p>The 3 school committees to lead and drive a project each this academic year.</p> <p>Increased Pupil Voice and more opportunities for pupils to lead in decision making.</p>	<p>SLT</p>	<p>£4,144</p>		<p>Lead teachers and SLT to monitor the activities and provided guidance and support where and when needed.</p>