

Herrick Primary School - Pupil Premium Short Term Strategic Plan 2016-17

Aspect of Evaluation Aspect: Leadership and Management						Lead Governor: S.Martin Lead Teacher:S.Kaur/ A.Aydin
Milestones/ Indicators: Pupil Premium children to meet improving the quality of teaching/ Improving teaching, progress and attainment in-relation to Pupil Premium (and understood and challenged by governors)						
Cost:						
Action	Start Date	Targ et Date	What do we want to achieve	Resp.	M & E Methods	What will our achievements look like
Early Intervention	Sept. 16	July 17	Booster/Support programmes to support the progress of identified pupils. Phase 3 -SJ/LM 1.15-2.45 RWM programme for target pupils. Daily reading 9.00-9.10 All Phase 3 T.A.'s listening to 'struggling' readers to develop comprehension and decoding skills. E.S. Weds/Thurs/Fri p.m. with More Able readers Phase 2 – ES Creative Arts Programme to develop speaking and language skills of identified pupils for KS1, daily 11.30-12.15. Spring Term Support programmes delivered by TA's daily in pm for phonics, more able writing, reading, maths, SEN.	All staff	Data analysis TA feedback	>80% Identified pupils achieving end of year targets set for reading, writing, maths.
Effective Feedback	Sept. 16	July 17	Teachers released for half a day each term to provide 1-to-1 feedback, provide next steps and discussing targets with pupils.	All Staff	Planning	Pupils aware of individual targets for reading, writing, maths. Pupils aware of how to improve.
Counselling	Sept. 16	Dec 16	Introduction of mentors (S.J., S.P.) in Phase 3 and Phase 2 - Identified pupils having daily sessions with mentors (8.45-9.10 / 11.30-12.15), lunchtime supervision with games, end of day 2.45 – 3.15	S.J. S.P SK AA	Mentors' notebooks Pupil P.M.	Identified pupils showing greater levels of self-esteem, confidence, attitudes to learning, behaviour, social skills (sharing)
Behaviour	Sept. 16	July 17	Ways Forward / Phase 3 pupils working with S.P. on problem solving, social interaction exercises, raising self-esteem, goal setting. Mon p.m.	S.P. HT Phase Leaders	Progress reports	Identified pupils receiving a wider range of learning experiences, increased self-esteem, knowledge of how to set personal goals and achieve them.
Herrick Approaches	On-going		Support narrowing the gap of disadvantaged pupils	Whole school	Pupil.PM Data analysis	The difference between non-PP and PP children will be in line with national expectations for specific year groups

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