

ROBERT MELLORS PRIMARY ACADEMY

Pupil Premium Self-Evaluation Toolkit for Senior Leaders 2018 - 2019



Learning	Action	Desired outcome
Need to have an ambition	Sue set targets for PP children	Being PP is not a barrier to a child achieving their potential
Need to identify barriers to learning	We have done this through data analysis; work scrutiny; pupil interview; reading monitoring; learning walks Our barriers to learning are: <ul style="list-style-type: none"> • Poor speech and language skills • Low aspiration • Poor attendance and punctuality • Narrow experiences of life outside school • Deprivation factors 	Interventions put into place in school will lessen the impact of these barriers
Need to decide on the desired outcomes and success criteria	We have done this. These are: <ul style="list-style-type: none"> • To ensure our funding is used where it will make the biggest impact • To ensure that being PP is not a barrier to a child achieving their potential • To improve attendance and punctuality of PP children • To raise the aspirations of PP children • To increase the experiences of PP children 	Being PP is not a barrier to a child achieving their potential
Need to evaluate current PP strategies	Each year we : <ul style="list-style-type: none"> • Track the progress and attainment of PP children; identify barriers and ensure appropriate interventions in place • Monitor the impact of interventions • Monitor the impact of Emotional Well-being support • Monitor the impact of attendance interventions • Monitor the impact of other provision 	A positive impact can be seen of where the money is spent
Need to research and evaluate the evidence of what works best	We have started doing this. So far we have identified: <ul style="list-style-type: none"> • From attending PP network meetings we have implemented practical classroom strategies. Eg identifying books; grouping children; TA on-going targeted support • From attending PP network meetings and other training support for improving attendance we have a robust attendance monitoring system; 	PP funding is spent on proven strategies showing evidence they are having an impact

	<p>meetings with families and children focusing on practical strategies; dedicated TA support</p> <ul style="list-style-type: none"> From the Education Endowment Foundation Toolkit we have considered some of the more effective interventions. (low/moderate cost = moderate/high impact). We have a strong focus on: <ol style="list-style-type: none"> Behaviour Interventions (+4) Early Years Interventions (+5) Feedback (AM) (+8) Oral language (+5) Parental Involvement (+3) Phonics (+4) TA targeted support From attending other CPD Eg. PP Conference July 2017 we have implemented: <ol style="list-style-type: none"> Emotional well-being support Family support Forest Schools Parental 1:1 support High quality interventions 	
Need to have an ambitious Action plan	Completed although it will evolve as we consider the evidence and improve provision.	An Action Plan that has a proven impact
Need effective Staff Training	<p>CPD in place for:</p> <ul style="list-style-type: none"> S and L PP provision Teaching and Learning Raising Aspirations Increasing experiences 	CPD has raised the standard of teaching and learning
Need to monitor provision	Monitoring Plan in place	Interventions in place as needed
Need an audit trail	In place	PP is accounted for and shown to make an impact