

IDENTIFYING, SUPPORTING AND MONITORING PUPIL PREMIUM CHILDREN

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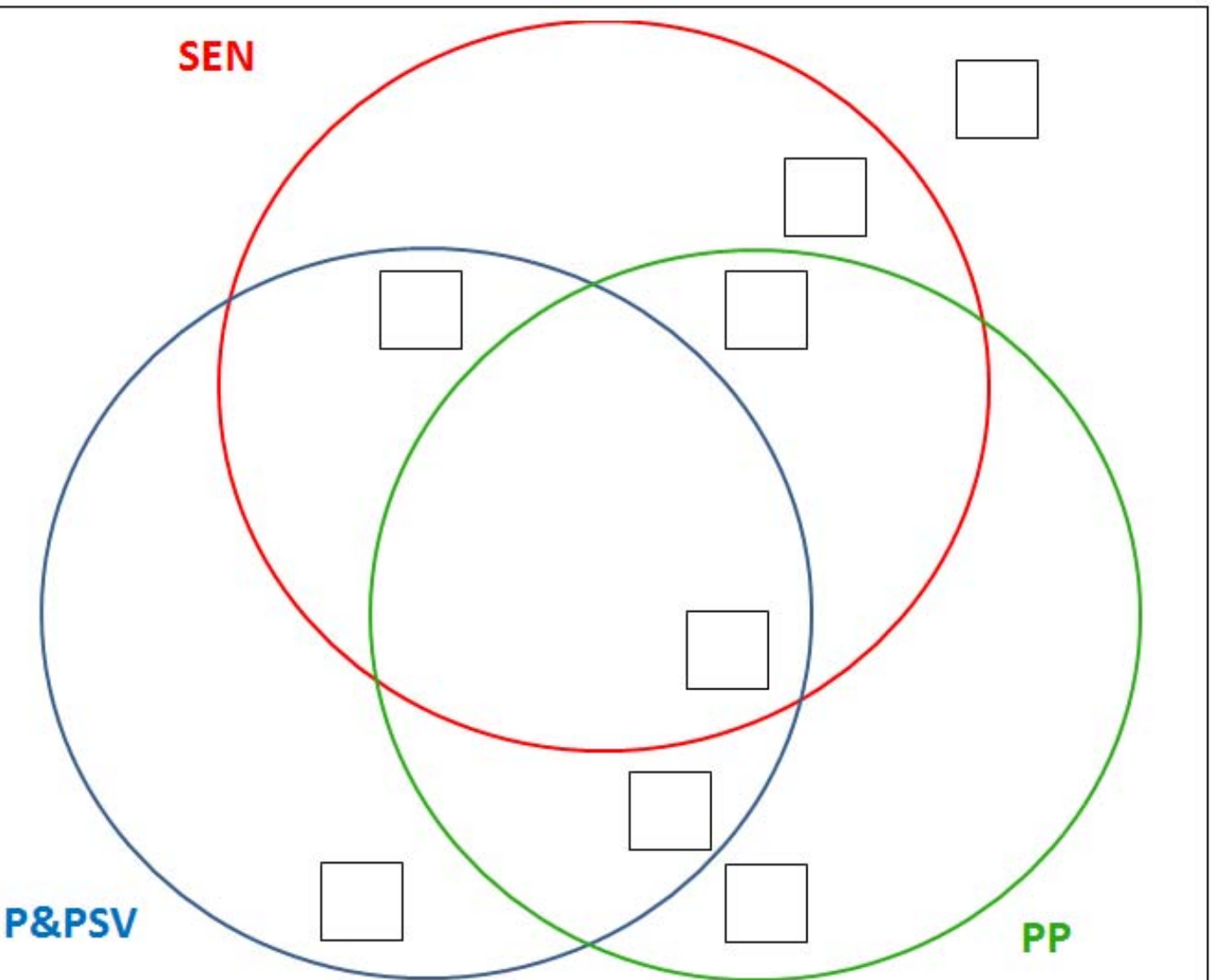
BACKGROUND

- *Federation profile*
 - 171 of 608 of pupils
 - Parkwall 60 of 139 pupils.
- *Changes to the structure of the Inclusion team*
- *Historical provision* ➡ *New ways to enable PP to succeed*
- *Pupil Progress meetings trigger for change regarding PP provision*
 - *greater staff training*
 - *Improved awareness*



IDENTIFYING

- *Class composition lists created by Inclusion team and shared with staff*
- *Park and Parkwall vulnerable group identified and profile raised for quality first teaching using pink dots on class books (e.g marking books first, planning and easy identification)*
- *Class lists including photos of PPSV distributed to classes.*



Class Vulnerability

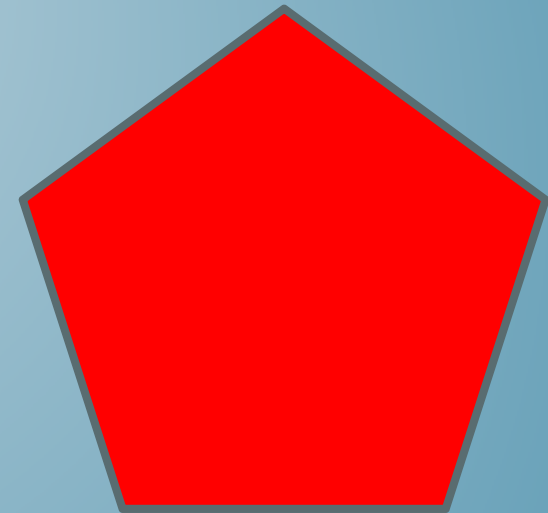
2015-2016

Pupils

IDENTIFYING NEEDS



Pupil Progress meetings



Varying needs

Thriving in School

Mick Waters

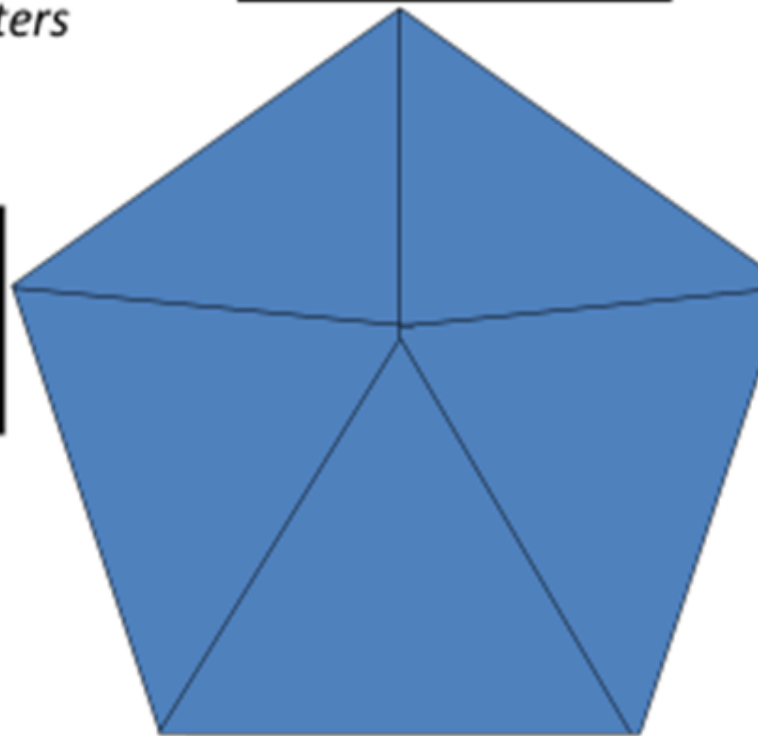
**Literacy and
numeracy**

Pleasing teacher

**Wide
friendship
group**

**General
Knowledge**

**Contribution to
school**



Park and Parkwall Pupil Premium Engagement Monitoring 2015-2016

[illegible]

SUPPORTING

Academic

- *Revised and adapted provision mapping*
- *Live interventions (effective feedback on learning)*
- *1:1 tuition*
- *Specific intervention programmes e.g. Narrative Therapy, A-Z writing intervention*
- *Pre –tutoring / over learning of concepts*

SUPPORTING

Curriculum enrichment activities not directly linked to English and Maths

- Community group
- School Counsellor and EWO
- Specific intervention programmes e.g. Talk about, Time To Talk.
- Children's University
- PLT groups (Pupil Leadership Teams)
- School monitors e.g. corridor, eco, display
- Engagement monitoring (uniform, PE kits, wellies, breakfast, wet weather gear, funding school trips and camp)

MONITORING

- *Virtual classroom-An over view of how PP children are progressing. **Key information** in one place.*
 - *Recording the wide range of support and feedback from the different agencies and staff within the school (school counsellor, EWO, Speech and Language Therapist, Intervention monitoring) to assess impact*
 - *Use of data to identify the gaps*
- *Gaps Analysis year group tracker identifies key year groups where additional focus and support may be required*
- *Pupil Progress meetings*
- *Pupil conferencing – PP focus each term*



FUTURE ACTIONS

- *Costed provision maps for individual PP children (focus children)*
- *PP Link TA*
- *Use of Target Tracker to monitor steps of progress and the use Pupil Passports*
- *Whole school focus and staff training on growth mind set*
- *Repeating Pentagon to demonstrate impact*
- *EWO and PP leader -punctuality*
- *Maximising engagement of parents*