



Thorpe Primary School
Pupil Premium Action Plan
Academic Year 2019-2020

Objective	Time/Who	Rationale	Strategy/Action	Success Criteria	Evidence	Progress/Impact/Evaluation												
To raise the %age of pp and FSM children who achieve ARE in reading and writing at the end of KS1.	Track progress - Dec and April Final data - July KS1 Teachers KS1 Leader Inclusion Leader	To narrow the gap between achievement of FSM and non-FSM children in KS1. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">FSM</td> <td style="width: 50%;">Non-FSM</td> </tr> <tr> <td>R= 63%</td> <td>82%</td> </tr> <tr> <td>W=54%</td> <td>76.5%</td> </tr> </table> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">PP</td> <td style="width: 50%;">Non-PP</td> </tr> <tr> <td>R=63%</td> <td>82%</td> </tr> <tr> <td>W=63%</td> <td>70%</td> </tr> </table>	FSM	Non-FSM	R= 63%	82%	W=54%	76.5%	PP	Non-PP	R=63%	82%	W=63%	70%	Map and monitor the impact of interventions. Analyse data and track progress termly. Hold pupil progress meetings. Liaise with external agencies.	There will be an increased percentage of FSM children who will achieve combined ARE at the end of KS1. The gap between PP/FSM and non PP/FSM will have narrowed.	Pupil Progress meetings notes. Termly Data. Intervention records. Observations End of year outcomes.	
FSM	Non-FSM																	
R= 63%	82%																	
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PP	Non-PP																	
R=63%	82%																	
W=63%	70%																	
To raise the %age of PP children who achieve combined ARE at the end of KS2	Track progress - Dec and April Final data - July KS2 Teachers	To narrow the gap between achievement of PP and non-PP children in KS2. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">PP</td> <td style="width: 50%;">Non-PP</td> </tr> <tr> <td>37%</td> <td>42%</td> </tr> </table>	PP	Non-PP	37%	42%	Map and monitor the impact of interventions. Analyse data and track progress termly. Hold pupil progress meetings. Liaise with external agencies.	There will be an increased percentage of PP children who will achieve combined ARE at the end of KS2. The gap between PP/FSM and non	Pupil Progress meetings notes. Termly Data. Intervention records. Observations End of year outcomes.									
PP	Non-PP																	
37%	42%																	

	KS2 Leader Inclusion Leader		Observations/ book scrutinies.	PP/FSM will have narrowed.		
To continue to target PP children's attendance and punctuality and evaluate the impact of pupil premium funding.	Monitor attendance - Dec and April Yearly data - July Pastoral manager Head-teacher Inclusion Leader	Work with families to highlight the importance of regular attendance and consistent punctuality.	Continue to work with parents on a daily and weekly basis, monitoring the attendance of PP children and planning action where necessary. Have half termly meetings to monitor and discuss.	Attendance of PP children stays at or above national averages.	Attendance data Termly reports to governors.	
To continue to assess and evaluate the impact of pupil premium funding on outcomes and progress.	Track progress and evaluate interventions- Dec and April Final data and impact of interventions- July Inclusion Leader	To ensure pupil premium funding is used effectively and has the greatest impact on outcomes and progress of children.	Carry out a work scrutiny. Analyse data and track progress to identify gaps. Carry out a pupil survey. Meet with named Governor. Complete a Pupil Premium report detailing the planned spending 18/19 and impact 17/18. Write a report for Governors.	The allocation of PP funding impacts effectively on outcomes and progress.	Analysis of data Monitoring of work Discussions with Pastoral Manager.	
To assess and evaluate the impact of all		To provide the support and tools	Work closely with the Pastoral Manager	These vulnerable groups will have	Data Observations	

<p>interventions for targeted PP children across the school.</p>	<p>Inclusion Leader</p>	<p>required to enable all PP children to make good progress.</p>	<p>to overcome SEMH barriers to learning. To work with the SLT to monitor, track and plan for PP children. To shadow/ liaise with Inclusion Leaders from other LAP schools.</p>	<p>access to appropriate provision, planned and budgeted for. Staff will be supported when providing for PP children.</p>	<p>Pupil interviews Meetings with other Inclusion Leaders in the area.</p>	
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