

Eton Park Junior: A de Ferrers Trust Academy Strategic Action Plan 2016/2017 with impact:

Eton Park Academy development plan demonstrates:

1. A compelling reason for the change
2. A clear vision of the future with the change in place i.e. the Impact
3. A coherent Action Plan identifying the steps needed

Our school's Pupil Premium Priorities 2016-2017

- Provide targeted support to raise attainment in reading, writing and mathematics;
- Effective interventions ensure that disadvantaged pupil attainment is in line or above the national attainment of 'others'.
- Raise confidence and aspirations in pupils;
- Support disadvantaged families with the cost of school expenses eg: trips
- Ensure that the Disadvantaged Pupil Lead (DPL) works alongside the bursar to ensure PP money is spent effectively.
- Keep children safe and support their emotional intelligence
- Ensure that disadvantaged pupils have their entitlement to the funding and resources, regardless of their ability. More able and gifted and talented pupils require specific provision to meet their needs.

Allocated pupil premium spend 2016/2017: **£134,640**



Context	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Some pupils are not receiving an adequate diet/breakfast before school.	Ensure pupils basic needs are met through providing breakfast club for PP children	Provide a subsidised breakfast club from 8am Monday - Friday for PP pupils. To provide an element of learning in the basic skills. This takes place in the ICT suite on a daily basis.	Breakfast club staff M.Williams and S.Alliss	Daily	Children's basic needs were met. Children arrive at school on time for registration and improving rates of progress across the academy.



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Provide HOPE and Positive Play sessions for PP children who need emotional well-being support.	Ensure that those children who need emotional support are given the opportunity for further development.	<p>Lisa Collins to provide emotional support for those PP who are in most need. Lisa to provide support for those PP children who struggle to play with others and control their anger.</p> <p>Children to be supported for an allocated amount of weeks and assessed at the end of these.</p>	<p>LC</p> <p>EM</p> <p>HP</p>	Every 8 weeks children to be assessed by Lisa Collins.	To modify challenging behaviour and support emotional and social development through recognised structured programmes.



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Academy expenses such as trips are difficult for some families to meet	Support disadvantaged families with the cost of these visits.	Provide half termly subsidised trips. Provide enrichment activities free of charge.	EM HP SD	As appropriate	Children benefit from broader experiences and a wider knowledge of the world around them.



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Work alongside the bursar to ensure all pupil premium children benefit from the money allocated.	Ensure each child eligible for pupil premium funding is supported according to their individual needs.	Ensure that Disadvantaged Pupils benefit from the interventions provided, including the more able and gifted and talented pupils. Work alongside the bursar and data team to ensure that we have achieved value for money.	EM SD HP	Half termly	Raising standards as a direct result of considered use of interventions and deployment of resources. Disadvantaged attainment is in line or above that of 'others' nationally.



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Ensure disadvantaged Pupils receive additional support by way of interventions to raise standards in reading, writing and mathematics.	Provide targeted support to raise attainment in reading, writing and mathematics through a range of interventions provided over a specific amount of weeks.	Class teachers to identify and facilitate intervention groups and direct T.A.s. Track progress of Disadvantaged Pupils Pupil progress meetings to track improvement.	Class teachers EM PP lead. HP principal.	Half termly	Tracking of the pupil progress evidences improvement across the school. Attainment is at least in line with others nationally. The impact will be evidenced across the curriculum.



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Ensure that Disadvantaged Pupils attain in line or exceed that of 'others' nationally.	Identify the difference between Disadvantaged and 'others' Identify those requiring support	Track progress of Disadvantaged pupils every 6 weeks and analyse the different groups of children. Meetings with SMT.	EM PP lead. HP principal	Half termly	Difference is positive



Context The Compelling Reason for action	Behaviour The Action Plan - What do we need to do?				Impact
	What	How	Who	When	
Ensure that more able pupils are provided with appropriate resources to offer challenge and promote deeper learning.	Identify those children who are more able.	SMT alongside the class teachers to identify the more able pupils and agree a response to better meet the needs of these pupils.	Class Teachers EM Disadvantaged Pupil Lead. HP Principal	Termly	Pupil progress and attainment exceeding that of 'others' nationally; demonstrating they have 'mastery' skills across the curriculum.

