



WEST MINSTER PRIMARY FUNDING

	STRATEGY FOR CLOSING THE GAP:	AMOUNT FOR YEAR	INTENDED IMPACT	SUTTON TRUST RESEARCH BASE	INTERIM IMPACT APRIL 2017	FINAL IMPACT JULY 2017
DRAFT PLAN FOR SEPT 16 TO AUG 17		293040	THIS FIG IS ESTIMATED			
TARGETED	Intervention Teaching	60060	*Nursery language baseline data established. *GLD in Reading, Writing and communication continues to be above national and gap between PP and Non PP children narrows.	EYFS early intervention 6+ months progress impact.	Ongoing targeted support delivered to specific year groups of vulnerable children. Term 2 to 4 analysis is showing gaps narrowing incrementally.	Targeted support has continued and been strengthened. Targets for reading and writing in EYFS were met with 79% of children at expected or above. GLD across the cohort was 76% (well above National 69%). At end of term 6 PP children did better than non-PP in reading and writing.
TARGETED	Everybody Talks - John Doleman - SALT programme for EYFS and KS1 + Nursery language blast programme.	7000	*Nursery language baseline data established. *GLD in Reading, Writing and communication continues to be above national and gap between PP and Non PP children narrows.	EYFS early intervention 6+ months progress impact.	BLAST and TALK BOOST training implemented. EYFS data beginning to show impact of the training in speech and language levels. Report on baseline speech and language levels produced and used in OFSTED process to prove low baselines.	Speech & language interventions are more specifically targeted as a result of increased staff confidence through quality training. Further training arranged for September 2017 for Early Talk (EYFS) and Boost (Year 1)
TARGETED	Attendance Officer/Family Support Worker	24278	Children attending school more regularly and on time ready to learn and well cared for.	*Parental involvement 3+ months progress impact. *Social and emotional aspects of learning +4 months progress impact.	New Attendance Policy shared by all Island schools helping to improve overall attendance. Attendance Officer taking a lead in Island collaboration. Better targeting for vulnerable groups in place.	Attendance of non-PP children: 94.5% / PP children 93.1 %
TARGETED	Minibus Leasing x 1 Minibus Driver	10919	Mini bus used strategically to collect and take home children who are hard to reach in terms of attendance and lateness to improve attendance figures for PP children. Mini bus used to ensure the children get greater access to off the island visits.	Parental involvement and engagement Outdoor learning	Minibus continues to be highly effective in helping to improve attendance and punctuality levels for the most disadvantaged children.	Those pupils identified and using mini-bus all improved attendance and punctuality between term 1 to term 6.
TARGETED	Brilliant Club Programme	2000	To target higher ability PP children to ensure that they attain the Level 5+ grades across RW and M	Summer school 3+ months progress impact, small group tuition 4+ months progress impact, meta cognition 8+ months progress impact.	Focus on higher ability PP children within school has led to lunch time and after school clubs for more able writers and mathematicians. This has led to improved data for exceeding expected levels.	End of year school data compared to national: Reading expected = Sch 88% / Nat 71%; Exceeding = Sch 26 / Nat 25; Writing expected = Sch 81 / Nat 76; Maths expected = Sch 91 / Nat 75; Exceeding = Sch 48 / Nat 23
UNIVERSAL	*Use 2 x AHOS & continue to use 1 AHOS (shared with RS) to lead on closing the gaps in reading, writing and maths across the federation in KS1 & 2.	150490	Gaps close in key areas for each school eg Writing and Reading for RS and Writing and Maths for WM	*Highly qualified senior staff addressing the needs of the most vulnerable pupils. *Small group tuition +4 months progress impact. *Collaborative learning 5+ months progress impact. *Feedback and metacognition +8 months progress impact.	Gap analysis from Term 2 to 4 comparative data shows continued impact on teaching and learning and standards.	Writing and Maths KS1 overall gap narrowed and in some cases became a positive gap. KS2 on last year's results where PP children did better than non-PP children.
UNIVERSAL	Breakfast Club continues to be subsidised to ensure all children who need it get a good start to the day and we ensure 100% take up from PP children.	14894	PP children are not disadvantaged because of the school's high social deprivation index and gaps are narrowing in R, W and M.	*Extended school time +2 months progress impact. *Social and emotional aspects of learning +4 months progress impact.	Teachers continue to indicate improved preparedness and attitude for learning in sessions. Evidence of improved attendance for targeted children.	Children attending breakfast club have contributed to the above results
UNIVERSAL	Johnny Allams (Writing Consultant) commissioned to improve planning for writing across the federation.	5708	*Planning system for teaching writing is established and effective across the federation. *Gaps in writing narrowing for PP and non PP children at both schools.	Feedback 8+ months progress impact, collaborative learning %+ months progress impact.	Writing levels continue to improve across all age phases across the federation. Second year of spend has embedded good teaching and learning practise.	Writing: 2016 KS1 expected 78% (National 65%) / 2017 83% (Nat. 68%); KS2 2016 expected 80% (Nat. 74%) / 2017 81% (Nat. 76%)
UNIVERSAL	Educational visits and SNAP theatre in residence.	8483	*Aspiration is promoted and a wider view than of just the Island is promoted amongst the children. *Children use these experiences to inform their learning back in the classroom. *Greater opportunities for writing, improve writing outcomes for the children.	*Mega cognition and self regulation +8 months progress impact. *Extended school time and arts participation +2 months progress impact.	For the second year running all federation children attending the Christmas Panto in Maidstone. Raised inspiration for all children. Year 6 school journey to Devon is booked for June. SNAP Theatre in place for the 4th consecutive year impacting on aspiration and supporting developments in writing.	All intended impacts achieved and will continue to be developed. New theatre project to begin in September 2017.
UNIVERSAL	Inclusion Support	9208	Vulnerable pupils are able to learn effectively and are supported in dealing with issues that may be seen as barriers to their progress. Intended outcome - zero exclusions, bullying or racial incidents.	Social and emotional aspects of learning.	No exclusions this academic year for any children up to Term 4. Support continues to impact on overall behaviour of the children, which is currently judged as 'Good' to 'Outstanding'. Training provided in 'Buddying' and use of restorative approaches. This has positively impacted on the behaviour and attitude to learning of the children.	Zero exclusions during the entire academic year. Overall behaviour outstanding. Buddy system extended to EYFS via "care bears". Further training provided on restorative approaches
GRAND TOTAL		293040				
WEST MINSTER FUNDING		293040				
diff		0				