



**Pentyrch Primary School**

**Costed Annual Plan**

**2017-2018**

<b>Pupil Deprivation Grant EYPDG Total</b>	<b>£16,100 £1,200 £17,300</b>
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<b>Name of school</b>	<b>Pentyrch Primary School</b>
<b>Head of School</b>	<b>Mrs Amanda Reynolds</b>
<b>Date submitted</b>	<b>September 2017</b>

## Pupil Deprivation Grant 2017-2018

What do we want to improve?	Targets – what do we want to happen?	How will we know it has worked?
<p><b>Pupil Deprivation Grant/EYPDG</b> <i>Teaching assistant to work with identified pupils</i></p>		
<ul style="list-style-type: none"> <li>To improve standards in learning and teaching in reading, writing and numeracy through small group and individual accelerated groups using the following programmes Rapid Readers, Direct Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Standards in reading and writing to improve for identified pupils enabling them to achieve the WSAE</li> <li>Identified pupils to achieve the WSAE</li> </ul>	<ul style="list-style-type: none"> <li>All pupils make good progress and achieve the WSAE</li> <li>All pupils make good progress in standards of writing across the school, transferring these skills across the curriculum..</li> </ul>
<ul style="list-style-type: none"> <li>To improve outcomes for eFSM pupils through the provision of small groups and 1:1 support to promote and accelerated the achievement of pupils throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>AWCD shows the eFSM pupils do not perform as well as nFSM at higher than expected levels.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes in end of KS TAs for eFSM pupils</li> <li>All borderline pupils achieving expected plus1</li> <li>End of KS assessments showed perform more favourably than benchmarking groups</li> </ul>
<ul style="list-style-type: none"> <li>To improve outcomes for eFSM pupils through the provision of focus groups that clearly addresses pupils next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>AWCD shows that eFSM do not perform as well as nFSM pupils at expected plus 1 levels.</li> <li>Identified pupils achieve their WSAE after accelerated</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes in end of KS TAs for eFSM pupils</li> <li>All borderline pupils achieving higher levels and outcomes</li> <li>End of KS assessments showed perform more favourably than benchmarking groups</li> <li>By end of year – all eFSM pupils</li> </ul>

		achieve WSAE
<ul style="list-style-type: none"> <li>To track achievement and well-being of eFSM pupils through Progress Trackers, &amp; pupil progress reviews</li> </ul>	<ul style="list-style-type: none"> <li>eFSM pupils to be tracked to ensure progress is being made</li> </ul>	<ul style="list-style-type: none"> <li>Half termly pupil progress reviews to ensure progress is being made</li> </ul>
<ul style="list-style-type: none"> <li>Identified reception pupils to be screened on Language link, further intervention for those pupils who were identified as being red risk.</li> </ul>	<ul style="list-style-type: none"> <li>Address areas of weaknesses identified within the programme, once retested pupils are categorised as blue.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly pupil progress meetings indicate pupil</li> </ul>