

Priority	Reducing the impact of poverty on educational attainment.
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Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
Data recognises FSM pupils with key stage targets identified- 100% to gain level 4+ at KS2 ; 60% LCW, 80% Math at FS	When FSM pupils achieve outcomes and levels that are consistent with non-FSM pupils	Assessment at the end of key stages INCERTS tracking system

Who is leading on this project?	Staff	N.Jones HT M.Davies ALENCo	Governing Body	Mrs P Davies
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Step 1: Preparing (Seeking advice, viewing good practice, professional development)	By whom?	Start	End	Est. Cost	Source
• Viewing good practice	HT AINCo	May 2015	December 2016	£200	PDG
• All school and group INSET/updates with CHATT specialist teachers	All staff LSA's	May 2015	April 2016	NIL	
Step 2: Action Plan (Activities & strategies to make improvement happen)	By whom?	Start	End	Est. Cost	Source
• Supply 0.2 to allow individual/small group support for FSM pupils	ALENCo HT	May 2015	April 2016	£7183	PDG grant
• Time for LSA(0.25) to allow CHATT support amongst colleagues and with pupils	LSA	May 2015	April 2016	£2810	PDG grant

<ul style="list-style-type: none"> • Specific resources to support individual pupils in identified areas after assessing each – including literacy/numeracy/emotional resources 18*£300 	All staff	May 2015	April 2016	£5400	PDG grant
<ul style="list-style-type: none"> • General literacy resources 	MR	May 2015	April 2016	£600	PDG Grant
<ul style="list-style-type: none"> • 2 Training/supply days to promote systems/attend appropriate courses 	Staff	May2015	April 2016	£400	PDG Grant

Step 3: Reviewing Impact (Monitoring progress against milestones)

Date	Monitoring Activity	By whom?	Tangible signs of progress against milestones / further work required <i>(not merely completion of activities or tasks)</i>	RAG Progress
Sept 15	Review support given to FSM pupils	HT ALNCo	Milestone 1: <ul style="list-style-type: none"> • What support is in place for each FSM pupil • Are intervention techniques working for all 	
Jan 16	Progress against targets	HT ALNCo	Milestone 2: <ul style="list-style-type: none"> • Use the school targets and current assessments to monitor progress of each FSM pupil. • Are they on course? Does support need to be changed? 	
			Milestone 3: <ul style="list-style-type: none"> • 	