



## Gilthill Primary School Pupil Premium Action Plan 2024-2025

### Objective 1: Improve attendance and engagement for pupils with high disadvantaged index scores

| Actions  | Person Responsible                               | Resources Needed  | Timeframe                     | Success Criteria  |
|--|--|---|-------------------------------|---|
| Implement weekly attendance monitoring for pupils with a disadvantaged index score over 10   | Attendance Officer                               | Pupil premium tracker, attendance data, Attendance spread sheet | Ongoing, reviewed monthly     | Attendance for targeted pupils improves by 5% by the end of the academic year |
| Hold fortnightly meetings/communication with parents of pupils with attendance concerns to understand barriers and agree actions   | Attendance Officer, Class Teachers               | Meeting space, interpreter support where needed                 | Ongoing, reviewed half-termly | Parents engage positively, and attendance improves for 80% of targeted pupils |
| Provide daily check-ins and additional support (e.g. homework club, 1:1 reading) for pupils with attendance or engagement concerns | Class Teachers, Teaching Assistants              | Timetabled slots, resources for interventions                   | Ongoing, reviewed termly      | Pupils report feeling more supported and their engagement in lessons improves |
| Work closely with the attendance officer and social care to address persistent absence issues                                      | Designated Safeguarding Lead, Attendance Officer | Attendance data, social care records                            | Ongoing, reviewed half-termly | Attendance for pupils on Child in Need plans improves by at least 10%         |

### Objective 2: Improve the attainment of pupils with high disadvantaged index scores

| Actions  | Person Responsible | Resources Needed                            | Timeframe                          | Success Criteria  |
|--|--------------------|---|------------------------------------|---|
| Conduct detailed gap analysis for each pupil with a disadvantaged index score over | Class Teachers     | Pupil assessment data, intervention records | Termly, at pupil progress meetings | Individualised learning plans created for all targeted pupils |



|  |                                     |   |   |  |
|--|-------------------------------------|---|---|--|
| 10 to identify specific learning needs   |                                     |   |   |  |
| Provide targeted interventions (e.g. pre-teaching, catch-up sessions, 1:1 support) to address identified gaps in learning                            | Class Teachers, Teaching Assistants | Timetabled intervention slots, appropriate resources    | Ongoing, reviewed half-termly                                   | 80% of targeted pupils make at least expected progress in core subjects                                  |
| Ensure quality-first teaching addresses the needs of pupils with high disadvantaged index scores, including through adaptive and responsive teaching | Class Teachers                      | Training on effective differentiation, coaching support | Ongoing, reviewed through lesson observations and work scrutiny | Lesson observations and book looks show evidence of effective differentiation for targeted pupils        |
| Enhance parental engagement and support for learning at home, including through regular communication, homework clubs, and parent workshops          | Class Teachers, Pupil Premium Lead  | Communication channels, resources for workshops         | Ongoing, reviewed termly  | 75% of parents of targeted pupils report feeling more engaged and able to support their child's learning |

### Objective 3: Develop social and emotional support for pupils with high disadvantaged index scores

| Actions  | Person Responsible                  | Resources Needed                             | Timeframe                                     | Success Criteria   |
|--|-------------------------------------|--|---|--|
| Provide targeted social and emotional interventions (e.g. nurture groups, counselling) for pupils with high social and emotional needs                           | SENCO                               | Timetabled intervention slots, trained staff | Ongoing, reviewed half-termly                 | 90% of targeted pupils report feeling more supported and able to manage their emotions                       |
| Ensure all staff are aware of the social and emotional needs of pupils with high disadvantaged index scores and implement appropriate classroom-based strategies | Class Teachers, Teaching Assistants | Resources for classroom strategies           | Ongoing, reviewed through lesson observations | Lesson observations and pupil voice show evidence of effective social and emotional support in the classroom |



|  |                                     |  |                               |  |
|--|-------------------------------------|--|-------------------------------|--|
| Work closely with external agencies (e.g. social care, CAMHS) to coordinate support for pupils and families with complex needs | Designated Safeguarding Lead, SENCO | Established links with external agencies, time for multi-agency meetings | Ongoing, reviewed half-termly | Coordinated support plans in place for all pupils with complex needs |
| Provide regular well-being check-ins and support for pupils with high disadvantaged index scores                               | Class Teachers, Teaching Assistants | Timetabled slots for check-ins, resources for well-being activities      | Ongoing, reviewed termly      | Pupil voice shows an increase in feelings of well-being and support  |