

76 % Reading 68 % Writing 75 % Maths	57% Reading 57% Writing 62% Maths	25% Reading 16% Writing 21% Maths	10% Reading 0% Writing 19% Maths	71% Reading 76% Writing 79% Maths	72% Reading 77% Writing 72% Maths	25% Reading 18% Writing 23% Maths	17% Reading 14% Writing 28% Maths
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Barriers to Learning and Identified Gaps	Desired Outcomes
Cultural barriers (eg home circumstances, narrow experience of life, poverty, low aspirations, poor parenting)	Improved motivation to learn and persistence in tasks. Pupils gain wider cultural experiences. In-school support lead to safer outcomes for pupils, improved parent / school partnership.
Practical and personal barriers (eg SEN, learning impairments, mental health issues, transport, location, attendance, access to resources)	Counselling and referrals lead to improved mental health and academic progress. Attendance is improved to at least 95 %. Pupils have the resources they need to support their learning.
Language (eg limited access to language, poor literacy skills, EAL, ability to understand instructions)	Improved communication and literacy skills. Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP
Social and Emotional barriers (eg environment, pupils ability to interact with others - listen, respond, empathise, peer pressure) and manage own emotions.	Pupils are better equipped to communicate their needs and interact with others also leading to improved progress academically.
Gap at end of KS1 and in some other classes between Pupil Premium pupils and National not eligible pupils in core subjects.	Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP
Gap in Greater Depth Standard between Pupil Premium pupils and National not eligible pupils in reading and writing.	Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP

Objectives

1. Reduce the gap in core subjects evident in KS1 and some other classes through targeted teaching and CPD.

Success Criteria:

- Progress is greater than for pupils not eligible for PP in (school)
- % of achievement is greater than National not eligible for PP

2. Reduce the gap in core subjects evident in KS1 and some other classes through interventions.

Success Criteria:

- Progress is greater than for pupils not eligible for PP in (school)
- % of achievement is greater than National not eligible for PP
- Pupils receiving Reading Recovery make x 4 expected progress in Reading
- Pupils receiving BRP or Switch On make x 2 expected progress in Reading
- All pupils receiving 3rd Space Learning make expected standard at end of Key Stage 2 or make more than expected progress

3. Reduce the gap in Greater Depth Standard especially in reading and writing.

Success Criteria:

- Progress is greater than for pupils not eligible for PP in (school)
- % of achievement is greater than National not eligible for PP

4. To raise attendance in order to raise achievement

Success Criteria:

- Attendance for PP pupils rises to 95 % + as average
- All pupils with attendance as a barrier have a contract to improve attendance
- All PP pupils can demonstrate rising attendance and achievement

5. **To provide wider opportunities and cultural enrichment activities to promote positive attitudes to learning**

Success Criteria:

- All disadvantaged pupils are given opportunity to participate in wider opportunities and cultural enrichment activities
- Registers show high uptake of extended school activity by disadvantaged pupils
- Surveys show positive attitudes to school and learning

6. **To provide support for families through SinglePoint community hub.**

Success Criteria:

- Registers show high xxx % of use of facility by families
- Strong home / school links are evidenced by engagement in activities provided by SP
- Pupils make better progress

Objective 1: Reduce the gap in core subjects evident in KS1 and some other classes through targeted teaching and CPD.

Actions	Rationale	Monitoring	Impact
Provide pupil focused CPD to raise the quality of teaching eg peer to peer tutoring, improved feedback, Assessment for Learning, coaching.	Impact of quality first teaching is noted as key by National Strategies. Raising the quality of teaching disproportionately benefits disadvantaged pupils (John Dunford).	Teaching and Learning plans and CPD records used to evaluate impact of CPD on teaching and Learning. Lesson observations.	
Staff CPD projects	Projects including class based researched undertaken to raise quality of teaching.		
Employment of additional teacher to provide support in Year 2 and Year 6.	Impact of quality first teaching is noted as key by National Strategies. Smaller group sizes impacts positively on learning.		
To produce class action plans from September 2017 for Pupil Premium pupils to ensure individual needs are met.	Setting of clear targets that teachers are aware of (recommended as strategy - NCTL Effective pupil premium reviews)		
Provide systematic clear useful feedback for PP pupils	Improving feedback is one of the top 3 value for money strategies listed by Sutton Trust. Research by EEF show 'feedback' as having high impact		

	on learning (+8 months).		
Pre-learning	Development of subject specific vocabulary		
Total budgeted cost:			

Objective 2: Reduce the gap in core subjects evident in KS1 and some other classes through interventions.

Actions	Rationale	Monitoring	Impact
Employment of Speech and Language teacher	Early identification of Speech and Language difficulties, individual support and target setting ensures language difficulties are picked up promptly	Inclusion Manager	Development of pupil's communication skills provides
Provision of Reading Recovery teacher led literacy 1 to 1 intervention to hardest to teach pupils.	Research by EEF shows positive impact of established early interventions for reading with 1:1 tuition having moderate to high impact on learning. OFSTED - The Pupil Premium-good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum. Mark Rowland National Education Trust cites Reading Recovery as maximizing access to quality first teaching	External teacher leader monitoring. Internal data analysis / termly pupil progress meetings.	
Provision of layered literacy interventions such as BRP, Switch On, Inference Training	Research by EEF shows positive impact of established early interventions for reading with 1:1 tuition having moderate to high impact on learning. Recent Evaluation of Switch On reading in UK has shown impact	Staff complete monitoring and evaluation sheet at start, midpoint and end of intervention. Interventions are regularly monitored by reading lead. Internal data analysis / termly pupil progress meetings.	

	of 3-5 months additional progress - EEF Toolkit. Reading Comprehension Strategies have moderate impact (+5 months) for very low cost - EEF toolkit,		
Year 5 and Year 6 SATs Foundation Programme Maths - Third Space Learning	Research by EEF shows positive impact of established early interventions. Individualized instruction provides moderate impact for low cost.	Weekly analysis - Third Space. Internal data analysis / termly pupil progress meetings.	
Provision of other Maths Interventions such as Sandwell Maths, Talking Maths, Enable	Research by EEF shows positive impact of established early interventions and small group learning.	Staff complete monitoring and evaluation sheet at start, midpoint and end of intervention. Interventions are regularly monitored by reading lead. Internal data analysis / termly pupil progress meetings.	
Total budgeted cost:			

Objective 3: Reduce the gap in Greater Depth Standard especially in reading and writing.

Actions	Rationale	Monitoring	Impact
Additional teacher led provision for more able reading / writing Year 2 and Year 6.	Sutton Trust research shows that disadvantaged but bright pupils fall behind at school - funding where appropriate should provide stretching activities for able disadvantaged pupils.		
To produce class action plans from September 2017 for Pupil Premium pupils to ensure needs of more able pupils are met.	Sutton Trust research shows that disadvantaged but bright pupils fall behind at school - funding where appropriate should provide stretching activities for able disadvantaged pupils.		
Total budgeted cost:			

Objective 4: To raise attendance in order to raise achievement

Actions	Rationale	Monitoring	Impact
Employment of an Attendance Officer	Crucial link between attendance and achievement noted in OFSTED - The Pupil Premium Dedicated professional is able to offer and signpost support.	Attendance data is reviewed xxx - SIMS	

Provide subsidized or free breakfast club for families in need.	Children need to have eaten breakfast to enable them to concentrate during morning lessons. Children need to be in school to make progress.	Attendance data is reviewed xxx - SIMS Registers of attendance are checked to ensure take up.	
Provide transport to school for families in need.	Crucial link between attendance and achievement noted in OFSTED - The Pupil Premium-	Liaise with Singlepoint Family Hub regarding need for service / continuation of service..	
Total budgeted cost:			

Objective 5: To provide wider opportunities and cultural enrichment activities to promote positive attitudes to learning.

Actions	Rationale	Monitoring	Impact
Employment of music teacher to provide tuition	Broaden horizons and provide cultural opportunities for talented PP pupils. John Dunford.s Ten Point Plan recommends music tuition for more able PP eligible pupils.		
Mathletics and Reading Eggs morning club	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit		
Daily after school clubs including sports, art, craft, phonics, reading, writing, maths.	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit		
Year 6 holiday club.	Extending school time provides low impact (+2 months) for		

	moderate cost - EEF toolkit		
Subsidizing class trips	OFSTED promotes learning outside the classroom for its academic and social benefits. Provision of a richer more engaging curriculum and better understanding of subsequent class teaching. Cultural enrichment broadens horizons Mark Rowland National Education Trust. Improve attitudes to learning.		
Subsidizing residentials	Provision of a richer more engaging curriculum, wider opportunities Social inclusion / cohesion		
Total budgeted cost:			

Objective 6: To provide support for families through SinglePoint community hub.			
Actions	Rationale	Monitoring	Impact
Contribution to Singlepoint community hub accessing benefits including breakfast club, after school club, holiday club, family support workers,	Pupils make better progress once they have received emotional support (data tracking). Hub plays a vital part in in engaging difficult to reach		

counselling for pupils and family members, hardship funds, parenting and other courses.	families and helps to promote stronger home / school links (recommended as strategy - NCTL Effective pupil premium reviews)		
Total budgeted cost:			

SLT Lead for Pupil Premium: **Emma Quigley**
Pupil Premium Lead Governor: **Stuart Hadley**