



76% Reading 70 % Writing 76 % Maths	59 % Reading 68 % Writing 64 % Maths	26 % Reading 22 % Writing 16 % Maths	23 % Reading 14 % Writing 14 % Maths	75 % Reading 78 % Writing 76 % Maths	80 % Reading 90 % Writing 80 % Maths	28 % Reading 34% Writing 24 % Maths	20 % Reading 30 % Writing 30 % 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)	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.	Increased % good / outstanding teaching. Accelerated progress for disadvantaged pupils evident in some areas of the school. Some teaching still needs to improve.
Staff CPD projects	Projects including class based researched undertaken to raise quality of teaching.	Staff Evaluation of Impact.	Projects including Pupil Premium Project, R.E, Maths trails have impacted positively on teaching of specific subject areas eg (problem solving maths). Readathon had less take up than expected. Class teachers need to be more involved.
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.	Data cycle. Progress of these groups.	Accelerated points progress made by pupils in these groups of pupils.
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)	Pupil Progress Meetings. Data.	This has raised awareness of issue pupils need to focus on in reading, writing and maths. These targets now need to be made explicit in planning documents to have greater impact.

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).	Book trawls. Data cycle.	Where used well, this has impacted positively, accelerating progress for disadvantaged pupils. Needs to improve in some areas of the school.
Pre-learning	Development of subject specific vocabulary	Timetables, learning walks.	Where used well, this has impacted positively, accelerating progress for disadvantaged pupils. Needs to improve in some areas of the school.
<b>Total budgeted cost:</b>			£60,000

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	Extremely positive impact on pupils' learning across the school. Wellcome assessments completed leading to early identification of pupils with SEN. Working weekly with groups and individuals. Strategies shared with school and parents.
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.	Data shows measurable accelerated progress in reading and writing for selected pupils. Progress is at the rate of x4 expected or higher for all pupils.
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	Staff complete monitoring and evaluation sheet at start, midpoint and end of intervention. Interventions are regularly	Data shows measurable accelerated progress in reading and writing for selected pupils. Progress is at the rate of x2

	<p>impact on learning. Recent Evaluation of Switch On reading in UK has shown impact of 3-5 months additional progress - EEF Toolkit. Reading Comprehension Strategies have moderate impact (+5 months) for very low cost - EEF toolkit,</p>	<p>monitored by reading lead. Internal data analysis / termly pupil progress meetings.</p>	<p>expected or higher for all pupils.</p>
<p>Year 5 and Year 6 SATs Foundation Programme Maths - Third Space Learning</p>	<p>Research by EEF shows positive impact of established early interventions. Individualized instruction provides moderate impact for low cost.</p>	<p>Weekly analysis - Third Space. Internal data analysis / termly pupil progress meetings.</p>	<p>Tracking shows weekly progress for pupils. SATs results - 3 / 5 achieved expected standard. The other 2 / 5 made accelerated progress.</p>
<p>Provision of other Maths Interventions such as Sandwell Maths, Talking Maths, Enable</p>	<p>Research by EEF shows positive impact of established early interventions and small group learning.</p>	<p>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.</p>	<p>Data shows measurable accelerated progress in the areas the individual progress needed additional support with.</p>
<p>Provision of experiential writing opportunities in Summer Term by additional teacher for disadvantaged groups in Y3 /Y4</p>	<p>Data show these year groups need booster.</p>	<p>Book look, learning walk.</p>	<p>Writing outcomes are improved.</p>
<b>Total budgeted cost:</b>			£70,000

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.	Timetables. Learning Walks. Data.	Accelerated points progress made by pupils in these groups of 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.	Class Action Plans Notes from Pupil Progress Meetings	This has raised awareness of issue pupils need to focus on in reading, writing and maths. These targets now need to be made explicit in planning documents to have greater impact.
<b>Total budgeted cost:</b>			£20,000

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 - Arbor	Several referrals have been made to Attendance and Prosecution. Attendance is close to target (96 %).

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 - Arbor Registers of attendance are checked to ensure take up.	Pupils are alert and ready to learn. Attendance of targeted pupils has significantly improved.
<b>Total budgeted cost:</b>			3'000

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.	Timetabling Learning Walks Pupil Conferencing	Pupils were provided with cultural enrichment opportunity and enjoyed this.
Mathletics and Reading Eggs morning club	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit	Registers Pupil evaluations.	Pupils are able to track their progress over time and see the benefit of regular practice of basic skills.
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	Registers / Pupils conferencing	Impact particularly seen in KS1 and Y6 eg improved handwriting, preparation for SATs leading to better marks.
Year 6 holiday club.	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit	Registers	Impact particularly seen for 6 pupils in Y6 - preparation for SATs leading to better marks.

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.	Letters to parents Evolve Registers	Pupils have experienced enrichment opportunities and gained better understanding of subsequent class teaching.
Subsidizing residential	Provision of a richer more engaging curriculum, wider opportunities Social inclusion / cohesion	Letters to parents Evolve Registers	Pupils have experienced enrichment activity with their peers. Improved social skills.
<b>Total budgeted cost:</b>			17,000

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, counselling for pupils and family members, hardship funds,	Pupils make better progress once they have received emotional support (data tracking). Hub plays a vital part in in engaging difficult to reach families and helps to promote stronger home / school links	Referrals  Register	Vulnerable families, often disadvantaged, are supported with behaviour, learning and family issues.

parenting and other courses.	(recommended as strategy - NCTL Effective pupil premium reviews)		
<b>Total budgeted cost:</b>			15,000

**SLT Lead for Pupil Premium: Emma Quigley**  
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