



Subject Area: Pupil Premium
Main Priority: Supporting the specific needs of Pupil Premium children and accelerating progress of more able disadvantaged pupils
Budget=£42,780

Subject Leader: Tom Plim
Governor: Veronica Fletcher

Focus	Barriers to Learning	Desired Outcomes	Success Criteria	Chosen Strategies	Evaluation of Impact
Dedicated member of support staff with responsibility for PP with a focus on gaps in learning and self-confidence/self-esteem.	Self-help skills less well developed than peers. Lack of social skills. Poor language acquisition (EYFS).	Pupil Premium children make accelerated progress in reading, writing, maths and SPAG. Pupil Premium children display greater self-esteem/confidence.	All PP pupils making appropriate progress from starting points in areas highlighted by prior assessment.	<ul style="list-style-type: none"> - Angela Fielding supporting pupils 1:1 (Priorslee). Staffing cost £6000 (annual cost of 15-hour post) <ul style="list-style-type: none"> - Increased 1:1 delivery for PP children to accelerate learning - Liaison with class teachers with a focus on gaps in learning - Pupil premium packs made for pupils e.g. number lines, rulers 	
Creation of a new 20 hour role providing dedicated support for minority groups, including PP children to support the development of speech and language for identified pupils.	Speaking and listening skills less well developed than their peers. Support from home less effective than from more affluent parental homes. Poor language acquisition (EYFS).	Earlier identification of Speech, Language and Communication problems and support/strategies address the key barriers to learning for pupil premium children. Children from minority groups, including PP make accelerated progress in reading, writing, maths and SPAG.	Speech, language and communication - all PP pupils making appropriate progress from starting points in areas highlighted by prior assessment.	<ul style="list-style-type: none"> - Focus on speech, language and communication difficulties Staffing cost £8000 (annual cost of 20-hour post) <ul style="list-style-type: none"> - Delivery of small group interventions and 1:1 support of language needs - Liaison with class teachers - Rapid support for new arrivals with EAL and PP in Early Years and KS1 CPD costs £450	
To provide a termly overview of pupil premium progress.	High % of PP children in KS2 are not secure, particularly in Maths, compared to their peers.	Termly updates reflect progress in school, overview will inform pupil progress meetings and staff performance management reviews.	Governors to have a confident overview of finances and the accountability for the progress of pupils accessing PP funding.	<ul style="list-style-type: none"> - Provide update for each governor's meeting - Designate a named governor with responsibility for pupil premium 	
Engage parents of children accessing the PP.	Family problems - parenting, routines, boundaries. Poor attendance and punctuality.	Higher parental expectations. Improved punctuality with children 'ready to learn'. PP children make expected or better than expected progress in all areas of learning.	Parents of PP children are confident about the progress of their children. 2-way information sharing is effective.	<ul style="list-style-type: none"> - Share information about pupil's progress - 1:1 meetings with parents during parents' evening to identify ways of supporting their child - Regular update of information on school website - Parent Panel for Pupil Premium parents - Twilight training sessions aimed at PP parents - 'how to support your child' in Spring term Release time and 1 day non-contact for core subject leaders to deliver workshops £250	

Provide financial support to parents of PP pupils.	Family problems - finance. Low self-esteem/self confidence.	Barriers to learning removed.	Self-confidence of PP pupils increased - participation in clubs and trips. Impact on data.	- £50 'personal budget' per child to be accessed for financial support (trips, uniform, clubs) Cost: £2300 for 46 pupils	
Subsidised residential visits for Y5/6 PP children.	Family problems - finance. Lack of 'experiences'.	Barriers to learning removed. Raised aspirations of pupils.	Equal access for all pupil on school trips. Participation in residential visits has a direct impact on self-esteem following visits.	- Financial contribution to PP pupils to ensure they can participate in visit to the Pioneer Centre (Y5x9) and French trip (Y6x12) Trips subsidised at half rate £3000 approx	
Provide high-quality support for PP children through support staff CPD	Over reliance on help from teaching assistants. Reluctance to do anything without adult reassurance or help. Not wanting to get things wrong and low self-esteem.	'Close the Gap' marking enables pupils to make better than expected progress. All support staff can clearly evidence their impact - all pupils make better than expected progress.	Raised confidence for all support staff in supporting PP children. Increased involvement of support staff in marking and feedback processes. Increased use of high-order questions with PP children noted during monitored sessions.	- In-house training with a focus on 'feedback' and 'Close the Gap marking' £250 (release time and covering staff) - Sharing examples of CTG with support staff - Training led by Lee Ferriday (16th November) 'Higher order questions to improve learning and progress' £500 (course cost and cost of covering support staff)	
Raise staff awareness of vulnerabilities of PP pupils.	Boys are under-attaining across school; particularly in writing. This includes pupil premium boys. Expectations for boys and pupil premium children are not high enough in school. Pupil premium children do not make accelerated progress early on to 'close the gap' quickly.	Teaching is consistently good or better for meeting the needs of minority group children. 'Close the Gap' marking enables pupils to make better than expected progress. All support staff can clearly evidence their impact - all pupils make better than expected progress.	Focus on PP children in lesson monitoring. Greater consistency in referencing support for PP children within lesson planning. Improved progress of PP children through greater focus, rigorous monitoring and impact of interventions.	- Half termly pupil progress meetings with SLT - identification of potential barriers to learning for PP pupils - PM targets for support staff aimed at awareness of PP pupils and their barriers to learning - Release time for PM meetings with support staff	
To develop reading skills through interventions to improve comprehension and inferential understanding.	Lots of parents use provision at school to support working rather than focussing on educational needs of the child.	Barriers to learning removed.	To ensure development of reading skills. To ensure improvement in reading enjoyment, noted in guided reading sessions and 1:1 reading intervention.	- Purchase of new High Interest Low Ability reading books (HILO) and Science guided reading texts £500 for new investment in new reading books - Purchasing of 6x iPads per classroom to develop children's understanding of vocabulary and remove barriers to reading through use of apps £10,000 towards total cost of iPads	

<p>To develop provision for our more able pupils in both English and Mathematics</p>	<p>Low aspirations.</p>	<p>Raised aspirations of pupils.</p> <p>Children have a greater range of 'experiences.'</p>	<p>Improve attainment and progress of most able PP children.</p> <p>Improve attainment in maths in Years 3 to 6.</p> <p>Improved consolidation of classroom work outside of the classroom for PP children.</p>	<ul style="list-style-type: none"> - Funded places offered to Saturday 'masterclasses' for more able PP children £250 to cover the cost of places - Homework club (Priorslee after school ran by KH offered to Pupil Premium only) use of Mymaths on the tablets - letter to be sent out £200 to cover release time 	
<p>Increase in support staff hours in years 1-6.</p>	<p>Further improve teaching and learning.</p>	<p>Teaching is consistently good or better for meeting the needs of minority group children.</p> <p>'Close the Gap' marking enables pupils to make better than expected progress.</p> <p>All support staff can clearly evidence their impact - all pupils make better than expected progress.</p>	<p>Greater handover and dialogue with teaching staff.</p> <p>Increase the effectiveness of the delivery of intervention programs through closer work with the class teacher (see SEN SDP).</p> <p>All teaching and support staff aware of vulnerable children.</p> <p>Evaluation of PM targets.</p>	<ul style="list-style-type: none"> - Increased focus on contributions and focus on PP children during lesson monitoring £8000 staffing cost - Programme of intervention linked to needs of PP children to support pupils in attaining age appropriate levels in all year groups - Termly meeting with support staff - PM meetings with support staff 	