



Subject Area: Pupil Premium
Main Priority: Supporting the specific needs of Pupil Premium children and accelerating progress of more able disadvantaged pupils
Budget=£36,360 Committed spending £40,300
Subject Leader: Tom Plim
Governor: Veronica Fletcher

Focus	Barriers to Learning	Desired Outcomes	Success Criteria	Chosen Strategies	Evaluation of Impact
<p>Creation of a new 10-hour role providing dedicated support for delivery of 'phonics booster' sessions across KS1 classes, to include minority groups, including PP children.</p>	<p>Speaking and listening skills less well developed than their peers.</p> <p>Support from home less effective than from more affluent parental homes.</p> <p>Poor language acquisition (EYFS).</p>	<p>Increased % of children pass the Y1 phonics screening and Y2 retests.</p> <p>Earlier identification of Speech, Language and Communication problems across EYFS and greater support/strategies to address the key barriers to learning for pupil premium children.</p> <p>Greater impact on literacy in class and accelerated progress in reading, writing and SPAG.</p>	<p>Speech, language and communication - all PP pupils making appropriate progress from starting points in areas highlighted by prior assessment.</p>	<ul style="list-style-type: none"> - Phonics booster sessions across KS1 (daily 20 minute sessions x5 per week) delivered by Katharine Hambler - Liaison with class teachers - Rapid support for any new arrivals with EAL and PP in Early Years and KS1 <p>Staffing cost £5000 (annual cost of 10-hour post and resources)</p> <ul style="list-style-type: none"> - Upskilling for phonics delivery <p>Release time for established staff to upskill £300</p>	
<p>Dedicated member of support staff with responsibility for PP with a focus on gaps in learning and self-confidence/self-esteem.</p>	<p>Self-help skills less well developed than peers.</p> <p>Lack of social skills.</p> <p>Poor language acquisition (EYFS).</p>	<p>Pupil Premium children make accelerated progress in reading, writing, maths and SPAG.</p> <p>Pupil Premium children display greater self-esteem/confidence.</p>	<p>All PP pupils making appropriate progress from starting points in areas highlighted by prior assessment.</p>	<ul style="list-style-type: none"> - Katharine Hambler supporting pupils 1:1 (Priorslee). <p>Staffing cost £4500 (annual cost of 10-hour post)</p> <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 	
<p>To provide a termly overview of pupil premium progress.</p>	<p>High % of PP children in KS2 are not secure, particularly in Maths, compared to their peers.</p>	<p>Termly updates reflect progress in school, overview will inform pupil progress meetings and staff performance management reviews.</p>	<p>Governors to have a confident overview of finances and the accountability for the progress of pupils accessing PP funding.</p>	<ul style="list-style-type: none"> - Provide update for each governor's meeting - Designate a named governor with responsibility for pupil premium (currently Veronica Fletcher) 	
<p>Provide financial support to parents of PP pupils.</p>	<p>Family problems - finance. Low self-esteem/self-confidence.</p>	<p>Barriers to learning removed.</p>	<p>Self-confidence of PP pupils increased - participation in clubs and trips. Impact on data.</p>	<ul style="list-style-type: none"> - £50 'personal budget' per child to be accessed for financial support (trips, uniform, clubs) <p>Cost: £2100 for 42 pupils</p>	

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"> - Parent 'book drop-in' sessions increased to include Y2 classes - 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	
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 son school trips. Participation in residential visits has a direct impact on self-esteem following visits.	<ul style="list-style-type: none"> - Financial contribution to PP pupils to ensure they can participate in visit to the Pioneer Centre (Y5x6) - Trip subsidised at half rate £1000 approx 	
To develop provision for our more able pupils in both English and Mathematics	Low aspirations.	Raised aspirations of pupils. Children have a greater range of 'experiences'.	Improve attainment and progress of most able PP children. Improve attainment in maths in Years 3 to 6. Improved consolidation of classroom work outside of the classroom for PP children.	<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 	
Increase in support staff hours in years 1-6.	Further improve teaching and learning.	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.	Greater handover and dialogue with teaching staff. Increase the effectiveness of the delivery of intervention programs through closer work with the class teacher (see SEN SDP). All teaching and support staff aware of vulnerable children. Evaluation of PM targets.	<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 	

<p>To develop a greater understanding of the 'British Values' of resilience, understanding and team work</p>	<p>Over reliance on help from teaching assistants.</p> <p>Reluctance to do anything without adult reassurance or help.</p> <p>Not wanting to get things wrong and low self-esteem.</p>	<p>Raised aspirations of pupils.</p> <p>Barriers to learning removed.</p> <p>Children have a greater range of 'experience'.</p>	<p>Direct impact on self-esteem and resilience within class when tackling difficult work.</p>	<ul style="list-style-type: none"> - Year 6 accessing the Skillforce 'Prince William Award' for the year - One day per week with an instructor working across the two classes - Small group delivery Y6 booster sessions delivered by HT and KH during alternate Prince William Award sessions <p>£8700 annual cost for the cost of the award</p>	
<p>To appoint a 'Learning and Behaviour Mentor'</p>	<p>Support from home less effective than from more affluent parental homes.</p> <p>Reluctance to do anything without adult reassurance or help.</p> <p>Low self-esteem</p> <p>Family problems - parenting, routines, boundaries leading to behavioural barriers in school</p> <p>Poor attendance and punctuality.</p>	<p>Barriers to learning removed.</p> <p>PP children make expected or better than expected progress in all areas of learning.</p> <p>Raised aspirations of pupils.</p>	<p>Handover with other support staff and teaching staff to enhance the continuity of successful strategies</p> <p>Direct impact on self-esteem, self-confidence and resilience within class when tackling difficult work.</p>	<ul style="list-style-type: none"> - Appointment of a Learning and Behaviour Mentor to support pupils in class - Nurture groups and small groups around friendship issues - Mentoring pupils with a range of issues; behaviour, friendships and discrete programmes <p>£10000 contribution towards staffing cost</p>	