A PUPIL PREMIUM STRATEGY
TO CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS

Possible barriers to educational success:
- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than what would be regarded as typical for many children of a similar age
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success

Success Criteria

Comparing PP and peers shows gap is narrowing at both expected and higher levels	Governors can effectively challenge the use and impact of PP funding
Children with multiple needs including SEN and/or EAL show improved rate of progress	Website is compliant with new Dfe requirements: In the previous academic year: • how the pupil premium allocation was spent • the impact of the expenditure on eligible and other pupils The current academic year: • the amount of the school's allocation of pupil premium grant • details of the main barriers to educational achievement • how the allocation will be spent to address the barriers and why these approaches were taken • how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.
RAISE on line shows PP data in school is at least in line with national figures	
PP figures compare favourably to National figures for all children at end of each key stage	
Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place	
Class Action Plans completed by all staff	
Teaching assistants attend CPD and so improve their effectiveness in the classroom	

ACTIONS	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure that PP children are identified on all documents that monitor performance	Tracking System Pupil Progress Meetings Analysis from SIMS	Class Action File indicates regular and routine monitoring of pupil's learning and progress Pupil Progress Meetings with SLT to monitor and forward plan	Termly reviews following assessment and analysis of progress	Class Action File- HT termly Pupil Progress Meetings-SLT termly	Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children
Class Handover Time in July means PP children are identified to next class teacher to enable smooth transition.	Time allocated and classes covered to allow staff time for professional handover.	Data shows PP children's level of attainment and rates of progress from the previous academic year Class Action File prepared ready for Autumn term.	Support for PP in place by end of September and then reviewed at least termly	Key Stage Leaders- termly	Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	Tracking system and time for staff to input	Termly data used at Pupil Progress Meetings identifies PP group	Termly– using data from tracking system	Data / pupil progress monitoring/ work scrutiny termly by HT/DHT and SLT	Comparing PP and peers shows gap is narrowing at both expected and higher levels
Visits and visitors used termly to enrich curriculum offer	Transport/entry costs/visitor costs – PP budget	Evidence in books/displays pre and post visit, Weekly School newsletter Data tracking information	termly	HT/DHT and SLT look at Data / pupil progress and work scrutiny of PP children	PP funding is used to enrich the experiences of the children with visits and visitors
Purchase and use technology to increase the quality of learning in lessons and increasing PP access to the internet	Accelerated Reading Programme subscription Mathletics subscription Purchase of I-Pads	Tracking of progress of PP children on ARP Certificates earned in Mathletics Lesson observations Work Scrutiny	termly	Summary of impact on standards at the end of the academic year	Comparing PP and peers shows gap is narrowing at both expected and higher levels

Secure regular and high quality support for PP children in need of additional help	Tailor-made resources based upon need Teaching Assistant dedicated time	Data tracking shows accelerated progress Focused targets	Termly	Key Stage Leaders and class teachers termly	RAISE on line shows PP data in school is at least in line with national figures

	Specialist external support from EYs upwards on language and communication	Intervention programmes in place			PP figures compare favourably to National figures for all children at end of each key stage
To identify all children (including PP) who do not read at home/ return books regularly and plan appropriate interventions	Parents approached and offered support Before school reading with TA or class teacher Reading Volunteers Teaching Assistant dedicated time during school day	Data showing comparative between PP and all children	Termly	Class teachers to monitor. Review with Key Stage Leader at Pupil Progress Meetings	RAISE on line shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage
Teaching assistants to access CPD	CPD from LA and within cluster	Attendance/accreditation for TAs Improved effectiveness in class	SLT at end of year	HT/DHT and SLT to evaluate impact of CPD	Teaching assistants to attend CPD and so improve their effectiveness in the classroom

Develop pupil's skills and confidence in Speaking and Listening	Staff Meeting to raise profile of Oracy	Teachers Planning Lesson Observations- focus on S and L in each lesson	Termly	HT/DHT and SLT observing lessons	RAISE on line shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage
Date of next Pupil Premium Strategy Review: July 2017					