



Target: In school gaps between disadvantaged and non-disadvantaged pupils are identified and are closing rapidly.

Objective	Actions	Success Criteria	Monitoring	Time	Resources	Evaluation
To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made.	<ul style="list-style-type: none"> PP pupils to be clearly identified by all teachers Aspirational, but achievable targets are set for PP pupils after initial assessments Use assessment data to accurately track the progress of PP pupils. Close the Gap marking to used effectively to provide appropriate feedback to extend learning 	<ul style="list-style-type: none"> Class teaching is at least good over time with evidence of outstanding Teachers and TA's to know who the PP pupils are in their class Pupils are receiving quality feedback to support learning 	<p>Monitoring cycle - targeting PP pupils books</p> <p>Pupil Progress meetings to take place termly to consider PP pupils.</p>	pupil progress meetings termly		<p>Termly report to Governors on impact of PP work and spending</p> <p>All pupil premium pupils (61)</p>
To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching, enabling a rapid and focussed response to their learning needs	<ul style="list-style-type: none"> Teachers, during marking, to identify misconceptions or common errors in individuals work, through Stretch and Fix in maths and feedback in English TA or teacher to address misconceptions/errors with pupils as soon as possible 	<ul style="list-style-type: none"> There is a rapid and focussed response to address misconceptions There is an immediate impact seen in books Progress is accelerated 	<p>Class teacher and JS to monitor effectiveness</p> <p>Learning walks</p> <p>Book scrutiny will evidence impact of intervention</p>	Reviewed half termly		<p>Termly report to Governors on impact of PP work and spending</p>
<p>EEF Toolkit</p> <ul style="list-style-type: none"> Feedback is a low cost (£170pp) strategy with an impact of 8 months, supported by moderate levels of evidence. 						
To accelerate progress in literacy and maths for PP Pupils.	<ul style="list-style-type: none"> JS to assess data and work with teachers to identify pupils of all abilities who require intervention. JS to monitor effectiveness of provision and measure the impact Additional staff plan and deliver appropriate work to small groups of identified children Possibility of one to one tuition? 	<ul style="list-style-type: none"> Progress is evident for PP pupils Impact of intervention is seen in class 	<p>JS to monitor data of PP pupils</p> <p>Pupil Progress meetings to take place termly consider PP pupils.</p>	Dec 2017 pupils identified and plan in place Review 9 th February 2018	Staffing for any intervention	<p>Termly report to Governors on impact of PP work and spending</p> <p>Identified pupils</p>
<p>EEF Toolkit</p> <ul style="list-style-type: none"> Small Group Tuition is a moderate cost (£700pp) strategy with an impact of 4 months, supported by limited levels of evidence. One to One Tuition is a high cost (£1200pp) strategy with an impact of 5 months, supported by extensive levels of evidence. 						

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To accelerate progress in reading for PP Pupils.	<ul style="list-style-type: none"> KS1 and 2 PP readers to be targeted for support through reading buddies Pupils should be heard on a one to one basis at least twice a week. Pupils will be reading a range of different age related material and discussing this with staff. 	<ul style="list-style-type: none"> Increased confidence in reading is demonstrated by the pupils Pupils are starting to develop more enthusiasm for reading Progress in Phonics with targeted PP pupils shows an improvement 	Reading levels improve of targeted pupils	In place by December 1 st 2017, monitored half termly		Termly report to Governors on impact of PP work and spending
EEF Toolkit <ul style="list-style-type: none"> Phonics is a very low cost (£80pp) strategy with an impact of 4 months, supported by extensive levels of evidence. One to One Tuition is a high cost (£1200pp) strategy with an impact of 5 months, supported by extensive levels of evidence. 						
To close gaps of PP pupils in EYFS setting	<ul style="list-style-type: none"> Discuss with EYFS co-ordinator the identification of disadvantaged pupils in EYFS setting Agree criteria for measuring the gap between their performance and those of non-disadvantaged pupils Agree intervention programme for identified pupils 	<ul style="list-style-type: none"> Standards of targeted pupils raised and pupils leave EYFS reaching at least the expected standard 	Analysis of data involving PP pupils to be looked at, focusing on the areas targeted	Pupils identified by October 21 st 2016. Monitored half termly		Termly report to Governors on impact of PP work and spending
EEF Toolkit <ul style="list-style-type: none"> Early Years Intervention is a very high cost (£1200+pp) strategy with an impact of 6 months, supported by extensive levels of evidence. 						
To provide opportunities for pupils to be successful and confident in extra-curricular activities	<ul style="list-style-type: none"> Pupils learn to play musical instruments Pupils perform concerts to an audience Pupils attend sports clubs and activities Pupils participate in and attend art clubs 	<ul style="list-style-type: none"> Self esteem and confidence of pupils raised Pupils more engaged with school life 	Class teacher notices impact of participation in class	Offers made to parents in the second half of October half term 2016		Termly report to Governors on impact of PP work and spending
EEF Toolkit <ul style="list-style-type: none"> Sports participation is a moderate cost (£700pp) strategy with an impact of 2 months, supported by limited levels of evidence. Arts participation is a low cost (£170pp) strategy with an impact of 2 months, supported by moderate levels of evidence. After School Programmes are high cost (£1200pp) strategies with an impact of 2 months, supported by limited levels of evidence. 						

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To subsidise Educational Visits for PP pupils to take part	<ul style="list-style-type: none"> Subsidised access for PP pupils to Educational Visits No PP pupil will have to miss any Educational visit, especially those that will have an impact on future learning and follow up 	<ul style="list-style-type: none"> Continue to keep participation of PP children in Educational visits high Increased confidence and enthusiasm for visits from PP pupils 	<p>Discussion of experiences discussed with child</p> <p>Improved enthusiasm or increased confidence identified by class teacher</p>		See Educational visits costings	Termly report to Governors on impact of PP work and spending
To provide appropriate counselling and welfare support for PP pupils	<ul style="list-style-type: none"> Quick access to appropriate counselling provision Monitor attendance and help maintain and improve it to an acceptable level Maintain high level of attendance figures for PP pupils across the school 	<ul style="list-style-type: none"> Referral system in place Children identified and receiving support Increased attendance of PP pupils 	<p>TA and family support workers to monitor provision and report to JS</p> <p>Term on term improvement in attendance figures for PP pupils</p>			Termly report to Governors on impact of PP work and spending
To involve the parents of PP Pupils in their child's education and development	<ul style="list-style-type: none"> To inform parents of the Pupil Premium and how it is used Inform parents that their child has been identified as a pupil premium child and what is being provided for them as a result of this 	<ul style="list-style-type: none"> Additional parental support for pupils Improved progress of pupils in school 	Class teacher notices improved home school links			Termly report to Governors on impact of PP work and spending

EEF Toolkit

- Parental Involvement is a moderate cost (£700pp) strategy with an impact of 3 months, supported by moderate levels of evidence.