

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Significantly low attainment on entry to Nursery and children entering school for the first time in Reception. This slows progress in subsequent years. There are more PP children in EYFS 2017/18 than in the previous year.
B.	PP pupils who were emerging or expected at EYFS need to make accelerated progress to achieve EXS at end of KS1 in all subjects.
C.	PP pupils do not achieve as highly as other pupils in all subjects but particularly in writing at KS1 and Reading at KS2
D.	Limited access to extra-curricular activities and experiences.
E.	High proportion and level of pupils have social–emotional needs requiring nurture and support for families and children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance and Punctuality rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind. A large number of PP children are from the GRT community and school absence due to illness and travelling has a large impact on attendance and learning for this group.
G.	Low aspirations and expectations of what pupils could achieve

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that high % of pupils eligible for PP achieve GLD
B.	To Improve outcomes in all subjects for PP pupils in KS1.	Pupil in line or above National outcomes for KS1 EXS in Reading, Writing and Maths.
C.	To increase the % of children working at age related expectations and above, in reading, Maths and particularly writing.	Pupils are given additional support throughout KS2 so that gaps identified can be caught up and pupils can make accelerated progress.
D.	To ensure fair access and inclusion in extra-curricular clubs and educational visits.	100% of PP pupils accessing at least one extra-curricular club and participating in school visits.
E.	To provide swift support when needed for vulnerable families and children.	Improvement in pupils' social-emotional well-being with impact on attendance, behaviour, progress and outcomes.
F.	Improvement of attendance and punctuality rates for PA pupils. Includes significant number of GRT pupils.	Reduction in number of PA pupils.

G.	High aspirations and expectations of what pupils can achieve at Primary level and beyond are in place for all pupils.	all pupils have high aspirations for themselves and what to achieve and reach their full potential irrespective of any barriers.
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5. Planned expenditure					
Academic year		2017/18			
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i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A Improved oral language skills in Nursery and Reception	Small group targeted speech and language support. Extra support in Reception.	Invest PP funding into longer term change which will help all pupils. EEF toolkit suggests early years intervention (+5 and oral language intervention (+5) will enable our pupils to make accelerated progress.	External support for staff CPD. Children closely monitored by EYFS staff to ensure that interventions are effectively applied.	LF	July 2018
B Pupil Premium Pupils will achieve at the same rate as all children.	Raising standards of teaching and provision for children in receipt of pupil premium.	Invest pupil premium funding into longer term change which will help all our pupils. Guided by research from NFER PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support.	Formative assessment will identify PP who are not realising their potential. Provision Maps will be regularly updated for all PP to ensure that the correct interventions are in place. Pupil Progress meetings will be used to frequently review the impact of first teaching and interventions.	LT DN	July 2018
C PP pupils in expected groups will improve attainment in line with National Other.	Feedback and formative assessment particularly in writing will be a CPD focus along with implementation of updated feedback and marking policy. One to one or small group approach for identified pupils	EEF teaching and learning toolkit suggests high quality feedback is an effective way to improve attainment and is a suitable approach to be embedded across the whole school. Our PP Leader will continue to monitor and ensure PP Provision Maps are up to date and appropriate interventions are in place with staff deployed effectively.	Formative assessment will identify PP who are not realising their potential. Provision Maps will be regularly updated for all PP to ensure that the correct interventions are in place. Pupil Progress meetings will be used to frequently review the impact of first teaching and interventions.	LT DN	July 2018

(1) 18,000 + (4) 11,700 Total budgeted cost					£ £29,700

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A Improved oral language skills and reading skills in Reception and Nursery.	EYFS staff trained in speech and language programme.	Some pupils need targeted support top catch up. Targeted support in EYFS for speech and language and reading is effective if delivered by well-trained practitioners.	Timetabled target groups throughout the day. From November extra support in Reception for reading groups.	LF	July 2018
B Improved reading attainment and progress. Improvement of comprehension skills in KS2.	Inference reading training for TAs. Individual support programmes. Library support for home reading.	Progress of PP KS2 pupils is good due to interventions which we wish to continue. Children who do not have regular home reading will be targeted in KS1 and KS2 with more support.	Monitoring of PP assessment will ensure that several members of TA staff will be scheduled by our PP Leader to ensure that they work with PP children to raise standards. Designated staff have planned interventions detailed in Provision Maps.	DN LT	July 2018
C Improved Writing progress and attainment of PP pupils across Key Stage 2.	One to one teacher to provide quality interventions to individuals and small groups.	Quality one to one teaching has been observed and commented on by external monitoring. We believe that quality one to one teaching raises aspirations and attainment by PP children. This is in line with NFER and EEF research.	Formative assessment will identify PP who are not realising their potential. Provision Maps will be regularly updated for all PP to ensure that the correct interventions are in place. Pupil Progress meetings will be used to frequently review the impact of first teaching and interventions.	DN LT	July 2018

D PP children to have the same access to extra curricular activities and educational visits as All children.	Families targeted with informal approaches to encourage participation. Funding supplied for visits and clubs and music tuition and other activities.	EEF toolkit shows that social and emotional learning is +4. Children's uptake of activities has increased along with parent's confidence in allowing their children to take part in outside visits. Children then become more confident and enjoy the learning process.	PP children targeted and parents approached to allow access to funding. Parent workshop programme in place over whole year, parents to be targeted for invites. Funding is signposted to make sure it is fairly distributed. Feedback from parents.	LT DN	July 2018
(5) £2410 + (6) £10640 + (3) £19000 +(7) £1500 Total budgeted cost					£ 33,550
iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
E Improved emotional wellbeing and family involvement in education.	Nurture club each lunchtime for identified children. breakfast supplied to individuals, uniform and other family support as needed. Employment of Family support worker.	EEF toolkit shows that social and emotional learning is +4. Children's social and emotional needs need to be met before learning can take place.	Liaison between school and FSW and other agencies to ensure appropriate action support is in place. Termly review.	LT DN JK	July 2018
F Increased punctuality and attendance rates for pupils eligible for PP	Monitor attendance and punctuality. Home school link worker to support identified families. Early help set up as required. Links with GRT families who are PP and have low attendance continue to be strengthened. Appointment of EW) by collegiate to work with all 9 schools and in particular from St Joseph's. (No cost for first year)	A small number of PP children have very low attendance and this has a negative effect on their progress and attainment.	Meet and greet selected children. Breakfast provided as necessary. PP Leader to monitor. Regular link with EWO and GRT Liaison officer.	LT/DN	July 2018

G Pupils show an increased awareness of their potential and the opportunities that they could access.	PP pupils offered opportunities to take part in activities well beyond school. STEM activities planned.	Our PP children particularly the children from GRT/PP group have low expectations for their future. We want to constantly raise expectations and highlight potential.	Whole staff approach and key element of SDP. High profile links with Primary Space project will continue and planned STEM/Careers event in Spring.	LT DN GM	July 2018
(2) £7,772 + (8) £4,400 + (9) 1,000 + (10) £1,000 + (11) £1,000 + (12) £1,000 Total budgeted cost					£ 16,172
FINAL TOTAL					£79,422

6. Additional detail

In addition to the above all our PP children will be considered for additional support either financially or educationally as needs arise. Pupil Premium Passports for each individual child will be reviewed regularly to ensure all PP children and having full access to all opportunities and are reaching their full potential.