



1. To continue to secure good or better rates of progress for all pupils eligible for the pupil premium thus ensuring that progress, across the curriculum, is similar to, or improving, in relation to that of non-pupil premium children in school.

To target core subjects to narrow the in school gap between Pupil Premium and Non-Pupil Premium in Upper KS 2. This will focus on pupils' comprehension skills, reading fluency and open ended problem solving.

Actions – To

- i) Provide focused and personalised teaching for pupils in receipt of Pupil Premium. See provision map for individual detail. Complete half termly evaluations of provision and analysis of attainment and progress and ensure pupils and parents have a clear understanding of progress and next steps.
- ii) Deploy HLTA/TA intervention for small group focused teaching within quality first teaching.
- iii) Provide focused additional 1-1 and targeted small group support – teacher and HLTA/TA led in KS 2 focussing on reading skills and open ended problem solving.
- iv) Plan and deliver parent meetings to further develop communication about pupil progress
- v) Complete half termly evaluations of provision and analysis of attainment and progress and ensure pupils and parents have a clear understanding of progress and next steps. Complete half termly moderation.
- vi) Pupils will be expected to reflect on the progress they have made and know what to do next in order to improve and challenge themselves further.
- vii) Plan time for stringent Governor monitoring with feedback given to the Curriculum & Standards committee.
- vii) Expectations will be communicated clearly to pupils, parents/carers and governors. They will have a clear picture of progress and any areas for improvement.

Intended Outcome:

Evaluation of pupil premium provision will show eligible pupils achieving expectations and that progress is accelerating in line with other pupils with the same starting point.

Pupils will demonstrate greater fluency when reading.

Pupils will develop confidence when answering comprehension questions and a greater knowledge and understanding, applying skills consistently. Marking and feedback will secure the application of skills.

Pupils will show resilience when solving open ended problems.

Meetings with parents will ensure open communication about pupil progress and next steps.

2. To continue to support emotional/behavioural needs of the most vulnerable pupils.

To ensure support is given to develop positive attitudes to learning - Including resilience, concentration and confidence

To provide curriculum enrichment to widen opportunities available for all pupils, thus having a positive effect on attitudes to school.

Actions - To

- i) Fund additional HLTA time to create a pastoral care role and to lead social skills groups to support pupils with emotional, social or friendship issues and prevent these from becoming barriers to achievement and progress being made.
- ii) deliver active listening and time to talk sessions to support those pupils having difficulty in expressing themselves orally.
- iii) Deliver Forest School activities to provide opportunities for pupils to build resilience.
- iv) Provide curriculum enrichment activities to ensure equality.
- v) Secure a proportion of the cost of the PSA to support with emotional wellbeing for most vulnerable families and to support action plans.
- vi) Source and fund additional CPD
- vii) Raise aspirations through the careers quality mark pilot scheme.

Intended outcomes:

- Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.
- Ensure that every effort is made to support children to develop positive attitudes to learning – including attendance, confidence, concentration and access to educational resources.
- Families are supported to reduce barriers to children's achievement - financial, legal, emotional and medical support.
- Parents are aware of the attendance action plan and have accessed EWO support as appropriate. As a result, attendance data for Pupil Premium children compares favorably with non PP children both nationally and school.
- Aspirations will be raised
- Pupils will demonstrate high levels of engagement with work that is challenging and meets needs as appropriate.
- Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school. All children have equal opportunities.
- All children will have equal opportunities.
- Pupils have access to a range of cultural experiences
- CPD provision supports staff in gaining an increased knowledge and understanding to support pupils

Due to the obvious need to maintain confidentiality, actual assessment predictions for groups of pupils will not be published on this site. This is due to the small number of pupils eligible for support per year group. However, if you wish to discuss this aspect of the school's work please do not hesitate to contact Mrs Ledingham.