



Pupil Premium Grant Summary	
Number of Pupils	208
Number of pupils eligible for PPG	65
Total PPG received	£97,700

Internal Barriers to future attainment of PP pupils	
<p>High proportion of pupils with language difficulties (including EAL pupils) giving rise to poor:- vocabulary acquisition/ lack of ability to use higher levels of Standard English comprehension / inference and deduction skills retention of previous learning in maths and English ability to reason and apply in mathematics</p>	
External Barriers to future attainment of PP pupils	
<p>Attendance – Tracking is termly and actions to tackle absence are in place. Many families take extended holidays to visit extended family during term time. Limited independence which affects basic self-care and overall resilience/risk taking Limited access to good language role models in the home environment Narrow life experiences outside of school Low parental aspirations High mobility rates High levels of deprivation Parenting skills / Difficult home circumstances that can impact children’s daily life in school</p>	
Desired Outcomes	Success Criteria
PP children will to attain in-line or better than their non-PP peers	In line with whole school targets, at least 85% of PP children will be at age-related expectations or above at the end of the year. 30% will be above age-related expectations. This will be closely monitored through termly PP data reports to SLT and at termly Pupil Progress meetings.
To accelerate the progress of all PP children	Assessment data will show that 100% of PP children make good or better progress (3 steps or more). This will be closely monitored through termly PP data reports to SLT and at half termly Pupil

		Progress meetings.	
Objective	Chosen action/approach	Evidence and Rationale	Implementation
To develop communication friendly environments throughout the school	<p>Speech therapist and assistant to:-</p> <ul style="list-style-type: none"> • Support class based staff to identify children who are struggling with Speech and Language difficulties. • Develop resources to support staff to develop language • Work with individuals whose difficulties are below threshold intervention • Provide pre-referral assessment and advice strategies • Baseline assess the CLL of all reception children • Work with and offer advice to parents and carers as appropriate. 	<p>Poor oracy skills at baseline SALT referrals Poor language for learning Poor home language/ language that does not support academic learning Health professionals advice and involvement</p>	<p>1 twilight session including preparation and travel £210</p> <p>£42 per hour for 117 hours of qualified staff time = £4680</p> <p>£28 per hour for 195 hours of non- qualified staff time =£5,265</p> <p>£10,584 Review July 2019</p>
Close the learning gap between PP children and others.	Effective delivery of in class interventions.	Learning gap evident on entry to school. Without intervention the learning gap can widen further.	Rigorous and regular tracking and monitoring by class teachers. Termly analysis by PP co-ordinator and reported to SLT. Liase with teachers and interventions staff. Staff trained on interventions and attend relevant courses.
To ensure that learning gaps are quickly addressed following the return of children who have taken extended holidays	Effective delivery of bespoke interventions both in class and 1-1 as appropriate.	Children who have taken extended holidays can miss specific units in English and Maths that are not visited regularly throughout the year and the impact is more noticeable the following year.	Teaching Assistants to deliver interventions under the supervision of the class teacher. Monitoring by the English and Maths co-ordinators to assess the effectiveness of delivery.

			£83,143 (Staffing Costs)
To provide first hand experiences as often as possible to enrich the curriculum.	Staff to identify experiences at the start of the year and link to curricular areas to ensure that during their journey through the school childrens' experiences are broadened and developed.	Many children are unable to recount experiences during the holidays or at weekends beyond visiting family, going to mosque or the park.	Curriculum lead to collate a directory of experiences linked to each year group/class. £2,000
Increase parental involvement Provide training opportunities	Provide training opportunities Parent Workshops Meet the Teacher Increase community events Encourage activities that parent and children can do together.	More awareness of the curriculum allows parents to assist children better. New skills can be transferred to improve lives.	Delivery of courses by outside agencies with accredited qualifications. Staff expertise to deliver workshops Links to opportunities and support in the local community £500
To provide support Parenting skills / Difficult home circumstances that can impact children's daily life in school	Mentor to provide support to families who need support with routines and parenting. Mentor to provide bespoke interventions to support pupils physical and mental well being.	Many parents experience difficulties with night-time routines, behaviour and boundaries which can impact on timekeeping, the ability to focus and learn and general behaviour and interaction with others in school. Some pupils present anxieties/ behavioural issues due to home circumstances.	Mentor to be timetabled to deliver 8.5hours support per week. £4,451