

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.	On entry into nursery, pupils are well below their age and stage of development in prime areas.
B.	Limited vocabulary, poor spelling, punctuation and grammar, impacting on writing and reading outcomes.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.
E.	Poor verbal communication skills, listening and understanding
F.	Limited access to extra curricular activities

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children achieve a good level of development regardless of starting points.	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that all pupils eligible for PP achieve GLD
B.	To improve progress and outcomes in English, grammar, spelling, vocabulary and punctuation.	Pupils in line, or above, national outcomes in EGPS.
C.		.
D.	Improvement in attendance rates for a small minority of PP pupils. Punctuality rates for pupils eligible for PP increases and is inline or better than their peers.	All PP children are punctual and invites to breakfast club and after school club are implemented where appropriate. Improvement in attendance of pupil premium pupils.
E.	To improve pupils' self-confidence and communications skills.	Children to access and achieve English Speaking Board public awards, including debates for older pupils.
F.	To ensure fair access and inclusion in after-school activities and events	100% of PP pupils accessing at least one after-school club

Academic year				
Desired outcome	Planned interventions, support and strategies	Success criteria	Staff lead	Review
A.PP children achieve a good level of development regardless of starting points.	Additional reading, nuffield speech language programme, maths interventions, language interventions, after-school clubs. EAL support	Accelerated progress and narrowing gaps within school, and all pupils nationally.	Mrs Hackney	Jan 2018
B Improvement in progress and outcomes in phonics, reading, grammar and spelling	Targeted interventions for individuals and groups. Watch me learn sessions(EYFS/KS1) - phonics, handwriting Reward for reading – stickers and certificates Phonics boosters – KS1	Proportion of pupils exceeding expectations in writing and EGPS improves by end of key stage 2.	RH DL VB	Jan 2018
C				
D Improvement in attendance and progress of PP children (attendance for PP 2016/17 62% at 96%+)	Consult with pupils and parents re. wrap-around-care and access to breakfast clubs and other extended curriculum activities. Attendance clinics; EWO home visits; after school access to clubs Office staff to follow up quickly absences as per school policy.	Improvement in attendance of PP pupils.	VB RS Office staff	Evaluation of registers Oct 17 Dec 17 Feb 18 April 18 June 18
E. Improvement in pupils' self-confidence and communications skills.	English Speaking Board (ESB) Nuffield speech language programme (EYFS)	Increase in number of pupils exceeding national expectations in speaking and ESB award.	Class teachers DL TP	June 18 ESB external assessments
F To ensure fair access and inclusion in after-school activities and events	Targeted extracurricular clubs to cater for PP pupils requests. External suppliers of activities to be used where appropriate.	Higher proportion of pupils participating in after school clubs	VB	Jan 2018