



<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills of pupils will result in improved progress and attainment for PP children in reading, writing and maths	Wellcomm and TALKBOOST scores show improved scores and gap has narrowed. % of inference and vocabulary reading questions answered correctly will increase.
<b>B.</b>	All aspects of reading will improve and % of children achieving greater depth will increase. Children will read for pleasure more frequently.	DRA scores improve (or other standardised reading test score)  % will achieve GD
<b>C.</b>	Resilience – Children will understand how they can build their resilience. The school will achieve the routes to resilience award. Children will use and display the character vocabulary. They will be able to talk about the words connected with resilience and how they are using them in their learning.	Children can identify character strengths they are using or need to develop. These help them learn meta-cognitively. They are observed challenging themselves and being resilient in learning. Observed in lessons, on the playground, reflected in school ethos and environment
<b>D.</b>	All PP children will stay above the 95% (excl. GRT children) attendance target. Children will be in school at the start of the school day and be ready to learn.	Lateness will decrease. Attendance will stay above 95%

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NfER report on supporting the attainment of disadvantaged pupils](#), [Ofsted's 2013 report on the pupil premium](#) and [Ofsted's 2014 report on pupil premium progress](#).

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation?
<p>Teachers understanding of Speech, Language and communication skills will improve with a particular emphasis on Vocabulary</p> <p>Children's communication skills will improve</p>	<p>-Whole school Word Aware and Closing the vocabulary gap strategies</p> <p>- Staff meeting led by SENCO to improve teachers' knowledge of SALT needs and best practice.</p> <p>-WELLCOMM intervention in EYFS and TALKBOOST intervention ks1 and ks2</p>	<p>The Wellcomm scores for EYFS indicated over half had language difficulties requiring some intervention.</p> <p>Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11, and eleven times less likely to achieve the expected level in maths.</p> <p>Children with poor vocabulary can do well with reading up to about age 8 years then drop rapidly as they do not have the vocabulary to comprehend well. (source: A Quigley, Closing vocabulary Gap) Our high proportion of EAL do well in phonics and our screening score is above average. This isn't translating to above average reading scores for ks2.</p> <p>Wellcomm, Talk boost and other SALT interventions are evidence based interventions.</p>	<p>Interventions monitored on tracking sheets and monitored by SENCO</p> <p>Learning walks, classroom visits, pupil interviews to ensure strategies are being taught and used well.</p>	HG	<p>Pre and post intervention assessment completed after 4 week intervention delivered where intervention needed.</p> <p>Termly review</p>
<p>Develop inclusive and engaging QFT to enable all children to fully access the curriculum.</p>	<p>Staff training: Isabella Wallace – Talk less teaching inset</p> <p>Write away together</p> <p>SLT will ensure quality first teaching is delivered to our pupils through high quality staff CPD, rigorous SLT monitoring programme, quality programmes of support for NQTs and</p>	<p>There are some new staff in school and some staff needing extra support to deliver consistently good QFT.</p> <p>Our primary focus in our SDP will be to develop inclusive and engaging QFT to enable all children to fully access the curriculum.</p> <p>Write away together training will help adults working with vulnerable learners, 1:1, to target areas for improvement and accelerate progress. This will start in years 5 and 3.</p>	<p>Classroom visits</p> <p>Work scrutiny</p> <p>Pupil interviews</p>	JO and HG	

Early readers make accelerated progress:	Staff training so all staff, especially those in KS2, have a deep understanding of early reading and know how to support children to make progress. Reading books will be purchased that will match children's ability but will be relevant and engaging for their chronological age.	Improving reading is a school priority. End of key stage data shows the school didn't perform as well in reading as it did in other areas. Some KS2 staff do not have a sound knowledge of early reading and don't always know how best to support early readers.	Training is attended by all staff and strategies are seen embedded in teaching. Reading data	JO HG GB	
Children develop character strengths. They can name them and understand how and when they help learning.	Route 2 resilience program Staff training	EEF Meta-cognition and self- regulation 7+ months progress EEF research suggests that self-reflective approaches improve behaviour. DFE strategic plan: We can all recognise the attitudes, traits and values that are so sought by employers, parents and educators: persistence, integrity, curiosity, resourcefulness and so on. These character traits not only open doors to employment and social opportunities but tend to underpin academic success and young people's happiness and wellbeing as	Pupil interviews to ensure that the vocabulary is embedded. Case studies.	HG	
<b>Total budgeted cost</b>					£36,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted interventions will improve outcomes for children in specific areas - Spelling - Reading - Emotional literacy - Communicatio	TA working with small groups delivering evidence based interventions: Talkboost RWI White Rose Maths	Children will be identified through pupil progress meetings and discussions with the SENCO. Specific targets will be addressed. Evidence based interventions will be used to suit the individual's needs.	Intervention monitoring sheets Assessment data shows improvement	HG	After 12 weeks

<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club will support children with out of school self - study</p>	<p>Homework club</p> <p>Pre-teach and catch up sessions offered to individual children or groups before and after school.</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP. Homework club can help develop good homework habits.</p>	<p>Early identification of pupils who could benefit and invite to attend after school/pre-teach clubs.</p> <p>Assessment data to monitor progress in specific areas.</p>	<p>HG/G B</p>	<p>After 12 weeks</p>
<b>Total budgeted cost</b>					£12,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Punctuality and attendance improves and children feel ready for the school day</p>	<p>Breakfast reading club</p>	<p>If children are in school earlier they can settle in and be ready for learning at the start of the school day. They will not feel marginalised by walking in after the rest of the class.</p> <p>Children attending breakfast club can have a healthy breakfast then will be given the opportunity to read a book.</p>	<p>Children's punctuality and attendance improves.</p>	<p>HG</p>	<p>After 12 weeks</p>
<p>Punctuality and attendance improves and children feel ready for the school day</p>	<p>Timely action taken to address punctuality of vulnerable pupils including FSM/PP children.</p>	<p>Records show that PP children are often late into school and this impacts on pupil's access to early morning work in class and additional time for support from the class teacher.</p>	<p>Set up a new system for the school office in recording late pupils so that accurate data is being captured from the outset.</p> <p>Weekly monitoring by AHT Pastoral to ensure that children who are persistently late are identified early on. Communication with parents over areas of concern and involvement of outside agencies and EWO as necessary.</p>	<p>HG</p>	<p>After 12 weeks</p>

Wherever possible we will remove factors that could make children entitled to PP feel excluded.	e.g. providing a clean PE kit. Helping fund school trips. Giving extra reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases.	It is often the same families who forget non-uniform days and special events. They may need more support with organisation. Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. Small factors can single a child out among peers and make them feel excluded. This can be damaging to their self-esteem and sense of belonging. This cannot always be mitigated by school's intervention but every effort will be made where it can.	SLT will work with office staff and class teachers to ensure they understand how these things build into a bigger picture of inclusion and are part of our Catholic ethos.  Point of discussion at PP meetings.	HG/G B	After 12 weeks
Pupils to develop wider skills and enjoy experiences beyond classroom –based learning.	Funding towards Educational Visits, activities and one after-school club per week.	Children entitled to Pupil premium do not access as many after school activities as non- Pupil Premium. In the past some Pupil premium children have not gone on residential trips. Funds will be allocated to support eligible families to access Educational Visits, activities and after- school clubs as part of our commitment to equality of opportunity for all pupils to develop wider skills and enjoy experiences beyond classroom –based learning.	We will monitor attendance at after school clubs to see if children are attending regularly.	PE	After 12 weeks
Children's play and social skills improve – specific focus on boys	Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes (Urban Movement LTD) Appointment of lunchtime co-ordinator	Some children have undeveloped play skills and find the unstructured playtime difficult to cope with. Incidents of inappropriate behaviour occur most regularly at lunchtime. This intervention will give them a positive focus and help to build life and social skills.	CPOMs will show a reduction in inappropriate lunchtime behaviours.	HG/G B	Every two weeks review behaviour incidents and record % of incidents.
<b>Total budgeted cost</b>					£6,300