

Pupil Premium Impact Criteria

| Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers | |
| A | Emotional, Social and Behavioural issues. |
| B | Engagement in learning – resilience, commitment and organisation. |
| C | Language and vocabulary of pupils is limited – affecting ability to access challenging texts, interpreting maths problems solving questions and affecting the quality of writing. |
| D | Key skills – reading, writing and maths. |
| External barriers | |
| E | Limited opportunity to experience a wide range of experiences that children can use to support their learning in school. |
| F | Parental engagement and links with the school. Parents perceptions of schooling, education and priority on learning and achievement. |
| G | Raise attendance at school. % attendance to be in line with school average. |

| Outcomes | Success Criteria | |
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| A | Pupils can fully engage with in class learning because they are able to manage their emotions and behaviour. | Pupils make expected or better progress. |
| B | Pupils are engaged with their learning. They demonstrate resilience, commitment and good organisation skills which enable them to make the most of all learning opportunities. | Pupils make expected or better progress. Pupils can talk about their learning and are aware of their next steps. |
| C | Pupils understand and use a wide variety of vocabulary. They are able to access challenging texts and maths problems. Pupils use ambitious vocabulary in their writing. | Pupils make expected or better progress. Pupils are able to access age appropriate texts. They understand and interpret a wider range of vocabulary and apply this in their own writing. |
| D | Pupil's key skills in reading, writing and maths enable them to achieve in line with non-pupil premium pupils. | Pupils achieve in line with non-pupil premium pupils. Pupils make expected or better progress. |
| E | Pupils are exposed to a wide range of social/cultural and sporting experiences. | Pupils attend events/visit places they would not usually be exposed to. |
| F | Parents understand the risks for their child and what they can do to support them. | Raised attainment levels in key skills across the curriculum. Raised engagement with parents – homework, curriculum evenings, parents evenings, |
| G | Parents understand the risks associated with attendance. | Pupil's attendance is in line with the school average. |