



What is Pupil Premium?

This is additional money given to the school by the Government for children in receipt of Free School Meals, Children in Care and children whose parents are in the Armed Forces.

How will we spend pupil premium?

The list below is taken from the Pupil Premium Policy and is not exhaustive but indicates some of the ways the school plans to use the pupil premium.

- Strategies and resources to increase attainment at the end of each key stage e.g. IDL, First News, FirstClass1@Number Maths intervention, FirstClass2@Number Maths intervention, Handwriting interventions, Inference Interventions
- Engagement of parents and carers
- Individual tuition tailored to the individual learner's perceived needs e.g. KS1 & 2 booster groups – Reading and Maths
- Individual assessments for those PP children with specific needs e.g. Dyslexia assessments
- Participation in sports activities
- Participation in creative activities
- Support to complete homework
- Individual packages of support for emotional wellbeing e.g. Next Steps cards, Motivational Interviewing
- My Happy Mind – to support children's emotional wellbeing
- Sensory equipment
- Additional access to teaching assistants and learning mentors
- Outdoor resources and activities e.g. horse riding
- Breakfast Club and Afterschool activities and programmes
- Attendance awards
- Half termly Forest school for all children
- Contribution to educational visits or programmes

What have school done so far?

- A thorough analysis of the reasons for underachievement through barriers to achievement analysis completed. These reports were completed by all class teachers and discussed in pupil progress meetings.
- An audit and discussion of all the school's current interventions. Purchased and investigated new interventions such as FirstClass2@Number
- A new achievement data system has been implemented which will show attainment and progress over time i.e. MAGs
- Pupil progress meeting with detailed conversations around children who are not making the expected attainment and progress (see minutes of meetings), highlighting and emphasizing to staff those children.
- Whole school approach on the day to day teaching of literacy – Pathways to Write
- Detailed provision map of all new interventions to take place based on the pupil progress discussions.
- Additional TA time to support speech and language development within the Foundation Stage
- Additional money to employ Learning mentor/ Family support worker in school to ensure children are supported with their emotional development in order to maximum progress in their learning
- Lunchtime nurture based club to support vulnerable children
- Parental engagement supported by Family Member to school days and Family Learning.
- Audited the use of the sensory room and created a new timetable
- Created a reward system for good attendance (weekly monitoring of attendance)
- Homework clubs for disadvantaged children in KS2
- Parent helpers agreed
- Ensured interventions are having an impact-Staff are completing pre and post intervention data sheets and ensure high cost interventions are having high impact
- Observations of interventions
- Subject leads look at PP books and compare them to non-PP books
- Identified children and evaluated the impact of them attending weekly horse riding sessions.

Attainment – across the school – Children who are disadvantaged
alongside the non- disadvantaged children who have achieved expected or above.

<u>Autumn 2018</u>	<u>Reading Disadvantaged</u>	<u>Reading non-disadvantaged</u>	<u>Writing Disadvantaged</u>	<u>Writing non-disadvantaged</u>	<u>Maths Disadvantaged</u>	<u>Maths non-disadvantaged</u>
Reception 31 children 9 PP children						
Year 1 32 children 10 PP children	10% 1/10	13.6% 3/22	0% 0/10	0% 0/22	0% 0/10	0% 0/22
Year 2 31 children 15 PP children	6.7% 1/15	6.25% 1/16	0% 0/15	0% 0/16	6.7% 1/15	6.25% 1/16
Year 3 28 children 9 PP children	11.1% 1/9	56.2% 10/19	0% 0/9	15.8% 3/19	11.1% 1/9	31.6% 6/19
Year 4 21 children 8 PP children	0% 0/8	46.2% 6/13	0% 0/8	15.4% 2/13	0% 0/8	15.4% 2/13
Year 5 28 children 12 PP children	0% 0/12	0% 0/16	0% 0/12	0% 0/16	0% 0/12	0% 0/16
Year 6 27 children 12 PP children	50% 6/12	73.3% 11/15	25% 3/12	40% 6/15	33.3% 4/12	60% 9/15

Spring 2019	<u>Reading Disadvantaged</u>	<u>Reading non-disadvantaged</u>	<u>Writing Disadvantaged</u>	<u>Writing non-disadvantaged</u>	<u>Maths Disadvantaged</u>	<u>Maths non-disadvantaged</u>
Reception 31 children 9 PP children						
Year 1 32 children 10 PP children	20% 2/10	22.7% 5/22	0% 0/10	0% 0/22	10% 1/10	0% 0/22
Year 2 31 children 15 PP children	53.3% 8/15	68.8% 11/16	46.7% 7/15	43.75% 7/16	53.3% 8/15	43.75% 7/16
Year 3 28 children 9 PP children	33.3% 3/9	52.6% 10/19	0% 0/9	26.3% 5/19	22.2% 2/9	31.6% 6/19
Year 4 21 children 8 PP children	12.5% 1/8	53.8% 7/13	0% 0/8	23.1% 3/13	0% 0/8	15.4% 2/13
Year 5 28 children 12 PP children	8.3% 1/12	18.75% 3/16	0% 0/12	0% 0/16	8.3% 1/12	18.75% 3/16
Year 6 27 children 12 PP children	66.7% 8/12	86.7% 13/15	0% 0/12	60% 9/15	58.3% 7/12	66.7% 10/15

Summer 2019	<u>Reading Disadvantaged</u>	<u>Reading non-disadvantaged</u>	<u>Writing Disadvantaged</u>	<u>Writing non-disadvantaged</u>	<u>Maths Disadvantaged</u>	<u>Maths non-disadvantaged</u>
Reception 31 children 9 PP children						
Year 1 32 children 10 PP children	70% 7/10	63.6% 14/22	60% 6/10	59.1% 13/22	70% 7/10	63.6% 14/22
Year 2 31 children 15 PP children	66.7% 10/15	80% 12/15	53.3% 8/15	66.7% 10/15	60% 9/15	66.7% 10/15
Year 3 28 children 9 PP children	22.2% 2/9	75% 15/20	11.1% 1/9	60% 12/20	33.3% 3/9	55% 11/20
Year 4 21 children 8 PP children	50% 4/8	69.2% 9/13	37.5% 3/8	69.2% 9/13	50% 4/8	69.2% 9/13
Year 5 28 children 12 PP children	58.3% 7/12	68.75% 11/16	41.7% 5/12	81.25% 13/16	58.3% 7/12	87.5% 14/16
Year 6 27 children 11 PP children	54.5% 6/11	86.7% 13/15	63.6% 7/11	86.7% 13/15	72.2% 8/11	73.3% 11/15