

## Use of Pupil Premium Funding

### Our vision and strategy

Since 2012, there has been a requirement for schools to report on their use of Pupil Premium funding. This is a sum of money allocated per pupil who is Looked After, has been previously adopted from care, is in the forces family or has been eligible for Free School Meals within the last 6 years (Ever 6).

### Our Vision

As a Right's Respecting School we acknowledge that all children have a right to an education (Article 28) and that it is our responsibility, as adults, to help the children to access this right. Our use of Pupil Premium funding reflects this belief.

Achievement for ALL children:

- We have high expectations of all children
- We ensure that teaching and learning opportunities meet the needs of all children

We work hard to ensure that appropriate provision is made for all children who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged children are assessed and addressed.

In our school 'It's our time to shine' every day.

### Our strategy

We work hard to make sure our provision is right for all our children. We track this carefully.

We make sure we identify and children that are underperforming quickly

We make sure that any interventions that we run are found to be successful through research based evidence.

We track progress of all our children carefully through data, progress meetings, talking to staff, children and parents.

We make sure that everyone understands our strategy. We talk to governors, staff, children and parents and check that we are understanding children's needs in a variety of ways.

We share information with all the people responsible for our children's progress.

We make sure our spending is tracked and provides good value for money.

We make sure that our curriculum is vibrant, creative and flexible and that the children have some ownership of their learning.

We work with other schools and county wide projects to make sure that we know about best practice and effective strategies.

We review our practice and adapt and refine our strategies to constantly strive to improve outcomes for all our children.

We keep up to date by attending network meetings and professional reading.

We value all our staff and provide training for interventions.

Last academic year (2016 -17) we had 32 disadvantaged children.

The income for the last academic year was £42555

After talking to staff, children and parents we found that some children were making slower progress in reading due to weaker inference skills, social and emotional barriers which impacted on focus, attention and understanding as well as some slower progress in mathematical understanding.

This is how we planned to support our disadvantaged children in the academic year 2016 -17

Home School Link worker to support emotional wellbeing (1 072)	Metacognition training (based on our research from EEF that evidences high impact on learning) for all staff and launch of metacognition strategies across the whole school.	Enabling our children to benefit from residential opportunities as well as wider curriculum opportunities. ( £1017)	Running interventions: THRIVE, Colourful Semantics, Reading Intervention,1stclass@number, success@arithmetic., speaking and listening through narrative. We check these are effective by assessing before and after the intervention.
Professional training to support all children's needs.	Making sure that our assessments are accurate and used in planning to close gaps.	We ensure that trained staff support the learning needs in the right places.	We track progress by talking to children, staff and parents and analysing our data for trends and gaps.

We moderate our children's work with our cluster schools.

We also ensure that the correct resources are available.

Raising attainment summary for academic year 2016 /2107

Amount received: £42555

Our disadvantaged children represent 12% of our school population. 47% of the group were on the SEND register.

The numbers of disadvantaged children can vary from year to year so are therefore tracked on an individual basis. Their curriculum and provision is tailored to meet their needs according to their barriers of learning.

- We run highly focused daily / weekly small groups for reading, writing ,mathematics as well as extra phonics for those who need it. We use pre-teaching for some aspects of the curriculum.
- We assessed the speaking and listening skills of all EYFS children so we were able to finely tune our interventions to enable more children to achieve age related expectations at the end of the year than at the beginning.
- We deployed additional staffing in Yr 6 to support all children's progress and attainment and to give opportunities for highly focused groups in reading, writing and mathematics. (£13 735).
- We provided specific interventions which are known to be effective through research and we equipped our staff to be skilled and qualified. We offered Reading Intervention, first class@ number, success@arithmetic, speaking and listening through narrative, Colourful Semantics. (£13624)
- To support our children's social and emotional well being our Teacher in Charge and an ATA have undertaken THRIVE training and have implemented this strategy in school. We tracked the impact of the interventions using the intervention tracking tools. These have been highly successful with children making rapid progress for example 'substantive progress' in Reading Intervention. Very good progress has been seen in the THRIVE approach. ( £20, 840, this includes Colourful Semantics, social communication stories, Support 1-1 PP child)
- We introduced a whole school strategy involving metacognition techniques to enable children to start to identify how they learn and to develop strategies if they are stuck or need support. Evidence in books and on learning walls show

that children are more confident. The children's 'can do' attitude has also improved.

- A wide range of enrichment activities were available for all children.

How successful were we at improving progress and attainment.

#### End of EYFS

1 child, so data suppressed.

#### End of KS1

60% on SEND register.

Reading: 20% attained GD,

Writing: 20% attained EXP

Mathematics : 20% attained GDP.

#### End of KS2

60% on SEND register.

Reading: 60% attained EXP. 3/5 made at least expected progress. Average progress +3.88 (Above NA)

Writing: 60% attained EXP. 3/5 made at least expected progress. Average progress 0 (National Average)

Mathematics: 60% attained EXP, 3/5 made at least expected progress. Average progress +0.37 (Above NA).