

## Use of the Pupil Premium 2016/2017

Pupils on Roll	Pupils Eligible for Pupil Premium Funding	Pupil Premium Funding Received
<b>356</b>	<b>34</b>	£44,880

During 2016/2017 the amount of money that we received for each disadvantaged pupil was set at £1320 (£1900 for each ‘Looked After’ child). This academic year, we have closely monitored the gap between disadvantaged pupils and non-disadvantaged pupils. We have done this through teachers having a good awareness of which children are potentially disadvantaged in their classes, by tracking the progress and attainment of pupils and groups of pupils using our system of assessment and through pupil progress meetings between teachers and the leadership team on a termly basis. We decided how the funding was going to be deployed this year based on these termly reports and based on the impact of these interventions as the year progressed. In addition, when considering how to best spend the premium, we have looked at research into the most effective uses of the money – including from the Education Endowment Foundation (EEF). Key areas that have been identified by the EEF as having a significant impact on pupil progress are effective feedback and the use of ‘meta-cognition’ strategies to help pupils take more responsibility for their own learning. These have been a focus for all pupils across the whole school. In addition, we have identified comparatively poor attendance and emotional well-being.

Intervention	Cost	Cohort of Disadvantaged Pupils	Desired Outcome	Impact
Phonics Intervention with Specialist Teacher Autumn 16 Spring and Summer 17	£2,475	Reception and Year 1	To prepare children to meet the expectations for Phonics in Year 1.	3 out of 4 <i>disadvantaged</i> Reception pupils achieved a ‘Good Level of Development in reading and writing.  5 of 6 <i>disadvantaged</i> Year 1 pupils passed the Year 1 Phonics Test.
KS2 Maths Intervention	£3886.16	Years 3 and 4	To move pupils closer to ARE for mathematics through targeted, structured intervention.	All pupils, except one, achieved their end of year target. That pupil made 8 steps of progress (2 more than the usual 6 steps target).

KS2 Spelling Intervention	£5074	Years 3 and 4	To fill gaps in spelling statements to move pupils closer to ARE in writing or make accelerated progress towards individual targets.	For the 16 pupils, the average points progress was 6.18.
Daily reading support and phonics interventions	£7402	Years 1 to 4	Additional staff employed to deliver additional reads, phonics interventions and support to develop comprehension skills.	Of the pupils who received this intervention, 18.5% achieved above ARE and 78% achieved ARE or above.
Additional phonics and spelling support	£7402	Years 1 to 4	Additional staff employed to deliver targeted spelling interventions to fill gaps assessed via Target Tracker.	Of the pupils who received support to improve spelling, 68% achieved ARE or above and 72% achieved or exceeded their individual targets.
Mathematics Interventions	£3701	Years 1 to 4	Additional staff employed to deliver targeted mathematics interventions to fill gaps and allow <i>disadvantaged</i> pupils to make progress towards ARE and targets set.	Of the pupils who received support 64% achieved ARE or above and 88% achieved or exceeded their individual targets.
Peripatetic music lessons	£1468.44	Years 2, 3 and 4	To provide experiences for <i>disadvantaged pupils</i> that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	The academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. However the disadvantaged pupils accessing this support have made better progress in their reading and writing than the average of their cohorts.
Resources for peripatetic music lessons	£53.07	Years 2, 3 and 4	To provide experiences for <i>disadvantaged pupils</i> that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	The academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. However the disadvantaged pupils accessing this support have made better progress in their reading and writing than the average of their cohorts.

Sports Club Involvement	£2,279	Years 1 to 4	To improve emotional security and engagement with school.	Teachers reported that attendance of sports clubs had a positive impact on the self-esteem of disadvantaged pupils who attended these opportunities. The looked forward to taking part, enjoyed the competitive aspects of the activity and appeared more settled in class.
Afterschool Clubs: Drama, Netball Club and Cheerleading	£1,229	Year 3 and 4	To improve emotional security and engagement with school.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)
Morning Snacks	£1620.21	Whole school, disadvantaged pupils.	To improve the concentration of <i>disadvantaged pupils</i> in school. (A Theory of Human Motivation: Abraham Maslow, 1943).	Attainment as a result of this intervention is difficult to demonstrate but soft data from teachers reflects research which shows that children are readier for learning when not hungry.
Mathletics Club	£756	Years 3 and 4	After school opportunity for <i>disadvantaged pupils</i> to increase their confidence in their numeracy skills with teacher support to address gaps.	Three Year 4 attendees achieved above Age Related Expectation (ARE) in mathematics, five achieved ARE and all attendees met or exceeded their end of year target.
Mathletics Subscription	£1900	Years 3 and 4	To increase parental involvement and children's attainment in maths.	All Year 4, 3 and 2 <i>disadvantaged</i> pupils, except one, who had access to <i>Mathletics</i> achieved or exceeded their end of year target. Teachers and parents reported improved engagement and confidence in maths.
Target Tracker Software and training	£1,642.20	Whole school	To increase the link between attainment and planning, to improve the feedback given to <i>disadvantaged pupils</i> and to track progress of target groups.	It is much easier for teachers and the leadership team to track the progress of disadvantaged pupils and many programmes of intervention have been based on the objectives identified using this software.

Homework Club (Small group tuition before school for homework)	£1230	Reception, Years 1, 2, 3 and 4	To enable pupils to access a range of IT resources and receive teacher support to help with homework that would otherwise not be completed.	Pupils who attended were supported in completing the homework that they had been set. Increased self-esteem and engagement with learning.
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One to one emotional support to develop self-esteem and resilience.	£474.50	Years 1, 2, 3 and 4.	Staff member delivering interventions to improve emotional wellbeing based on CHUMS strategies.	It is difficult to assess the direct academic impact of this intervention on the pupils that engaged with it, but anecdotal evidence from teachers suggests that in most cases, pupils were happier in school and showing improved relationships with their peers.
Talk Boost Delivery	£284.70	Reception	<i>Talk Boost</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.	All <i>disadvantaged</i> children in Reception except one made more than predicted progress in <i>Listening and Attention, Understanding and Speaking</i> .
Talk Boost Resources	£122.00	Reception	<i>Talk Boost</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.	All <i>disadvantaged</i> children in Reception except one made more than predicted progress in <i>Listening and Attention, Understanding and Speaking</i> .
Play Therapy	£1330	Years 1 and 2	To build pupil resilience to challenging family circumstances and to develop ability to	Discussions with teachers suggests improved communication with these pupils, better relationships with peers and growing engagement with the curriculum.

			communicate openly with adults and peers.	
SEAL Support	£1208.03	Years 3 and 4	Weekly small group sessions aimed at building pupil confidence and self-esteem 'It's Good to be Me'	Teachers report attendees' improved relationships with their peers and improved disposition towards their learning.
One to one support from a qualified teacher to improve academic outcomes for <i>disadvantaged</i> pupils.	£2457	Year 4	One to one support to address individual identified gaps in reading, writing and mathematics for two pupils receiving <i>enhanced</i> pupil premium funding.	<i>Disadvantaged pupils</i> met or exceeded end of year targets in all three subjects. One achieved ARE in reading, while the other achieved above ARE. One achieved ARE in writing, while both achieved above ARE in mathematics.
Additional midday supervisors to run lunchtime clubs	£3,904	Whole school	To develop 'Emotional Well Being' of <i>disadvantaged pupils</i> . To reduce number of conflicts on playground at lunchtime between disadvantaged pupils with behaviour difficulties and other children.	Number of incidents reported by lunchtime supervisors has reduced and pupils with emotional difficulties have formed relationships with their peers and adults during board game sessions.
Funding to allow <i>disadvantaged</i> pupils to access PGL visit.	£1,360.00	Year 4	To provide experiences for disadvantaged pupils that they may not receive at home. To develop readiness to learn, confidence and ambition.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)