

How we used our Pupil Premium Allocation

In 2011-13 we received £2404 Pupil Premium Funding.

In 2012 – 2013 we received £9968 Pupil Premium Funding. 6% of the pupils at the school were eligible for free school meals that year.

In 2013 - 14 we received £17,100 Pupil Premium Funding. 11% of pupils were eligible for free school meals that year.

In 2014 - 15 we received £22,660 Pupil Premium Funding. 9% of pupils were eligible.

For 2015 - 16 we received £25,680 Pupil Premium Funding. 10% of pupils are eligible.

Primarily our work through the pupil premium is aimed at ensuring each eligible child reaches their potential in English and mathematics, which may be for them to reach age related expectations, or may be much higher depending on their ability.

Expenditure from Pupil Premium Funding from 2014 -15 included:

- **Interventions:** small group and one-to-one. This is where an individual pupil or a small group of children are removed from their class and given intensive 1-1 tuition, for short, regular sessions over a short set period of time, targeted at accelerating their progress. This could be in area of need.
- The provision of **booster** groups in mathematics and literacy.
- **Support:** pupils who require other forms of support such as self-esteem or confidence raising, or emotional support through such interventions such as nurture group, counselling or art therapy.
- **Support** in subsidising trips/residential visits.
- Teacher and Teaching assistant professional development to improve the quality of our interventions.

Impact

In 2015 the KS1 children in receipt of Pupil Premium were above other pupils nationally at level 2 in reading writing and mathematics.

The proportion of children in KS2 in receipt of Pupil Premium that achieved L4 was equal to or above the national figure for other pupils in reading writing and mathematics.

From their different starting points the proportion of KS2 pupils in receipt of Pupil Premium making and exceeding expected progress in reading, writing and mathematics was similar to that of other pupils nationally.

Children in receipt of additional support all benefitted from improved confidence which reflected in their improved application to their learning.

How do we measure success?

The school tracks the progress of all pupils, including pupils in this particular group. Success will be evidence that shows that students in this group are making better progress than in the past and significantly closing the gap in performance. We will also compare their progress against their peers in the school and nationally, so that we can judge the impact of our work in this broader context.

Other impact data is also gathered in the form of parental responses to feedback questionnaires, feedback from therapists or Teaching Assistants working with the children for specific interventions. as well as anecdotal evidence from parents and students.

2015 - 16

We are continuing to provide the same support as last year. In addition we are training teachers and other staff to provide the support skills and knowledge they need to support the children for example nurture training and Catch Up training. We are also providing targeted enrichment activities such as art, French, and music lessons.