

**School Year September 2016 to August 2017 (Financial Year April 2016-March 2017)** we expect to receive £25,860.

The money will be used to minimise the barriers to learning that were identified through pupil progress reviews. These included dealing with illness in the family, limited support at home, lack of access to resources, poor oral language skills and delayed phonic knowledge development (for KS1 pupils). The strategies employed include:

- Target additional Teaching assistant resource to individuals and target groups, especially in literacy and numeracy.
- The continued funding for a Learning Mentor to support individual learners and their families through targeted interventions and ensure access to tailored solutions to their particular circumstances in order to raise overall educational attainment. These include social, emotional, medical and attendance needs.
- Enrichment/Intervention teacher funded to work with smaller groups of children identified during pupil progress reviews.
- The provision of a hardship fund to provide uniform.
- The provision of free access to breakfast club.
- Subsidising trips and residential learning for Pupil premium pupils who may not be able to partake due to lack of money.

**School Year September 15 to August 2016 (Financial Year April 2015- March 2016)** we received £22,700 and used it in the same ways as last year, (see 2014-15 below). This enabled us to continue to support individual learners and their families. through targeted interventions ensuring access to tailored solutions to their particular circumstances, including social, emotional, medical and attendance needs, in order to raise overall educational attainment.

#### **Impact:**

In 2016 disadvantaged pupils in K.S.2 made higher than national progress in reading and were in line with national progress in maths.

In K.S.1 progress of pupil premium children were in line with national averages.

As a result of close monitoring, targeted support and high levels of engagement, attendance remains high for identified pupils

**School year Sept 2014-August 15 (Financial year April 2014-March 2015)** we received £22,400 and used it to:

- Target additional Teaching assistant resource to individuals and target groups, especially in literacy and numeracy.
- Buy in Specialist Teacher time help diagnose particular special educational needs and raise the educational outcomes of these children.
- Support individual learners and their families through targeted interventions and ensure access to tailored solutions to their particular circumstances, including social, emotional, medical and attendance needs, in order to raise overall educational attainment.
- We were delighted to have won a Key Stage 2 Pupil Premium Award from the Department of Education. This means we were awarded an extra £1000 by the DFE, in recognition of our work in ensuring excellent attainment and progress of our disadvantaged pupils since 2011; we are

one of the group of highest achieving schools in the country. Additionally we gained a SSAT National Award for Children's Attainment.

**In the school year Sept 2013- Aug 2014 (Financial year April 2013 to March14)** we received £14,045 in Pupil Premium. We used it to:

- Target additional teaching assistant resource, particularly in small intervention groups in literacy and numeracy.
- Buy in specialist teacher time to raise the educational outcomes of some children identified as having additional needs. This teacher works in tandem with the whole teaching staff and the Special Educational Needs/Disability Co-ordinator.
- Support individual learners with tailored support to their particular needs/circumstances, including providing emotional/social support where necessary and access to out of school activities.

**During the financial year 2012/13** our school used its £11,091 allocation of Pupil Premium to:

- Target additional in-class teaching assistant resource
- Buy in specialist teacher time to raise the educational outcomes of those children identified as having additional needs. This teacher works in tandem with the whole teaching staff and the Special Needs Co-ordinator.
- Support individual learners