**Pupil Premium Report 2018-19**

The Pupil Premium was introduced in April 2011. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and to close any gaps between them and their peers.

Pupil Premium funding is also given to support pupils with parents in the Armed Forces and to children who are, or have been, fostered or adopted.

Pupil Premium is additional to main school funding and is used to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

**Key barriers**

• Disadvantaged groups may have low aspirations and low expectations/ limited life experiences such as travel outside local area visits that support educational development eg trips to museums or places linked to topics that are being studied in class

• Unsettled behaviour/ behaviour difficulties

• Minimal home support for homework, reading and supporting homework that addresses gaps in learning

**Objectives for Pupil Premium**

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils

2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers

3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others

4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

**Accountability**

The head teacher and SMT (Senior Management Team) regularly monitor, evaluate and review the strategies that have been put in place for Pupil Premium and report to the Governing Body on its progress and impact. All our work through the pupil premium will be aimed at accelerating progress; moving pupils entitled to PP funding to at least age related expectations. Initially this will be in English and mathematics.

**Statistics**

• 23% of all pupils were entitled to pupil premium and benefitted from the additional funding.

• In the current year the school received £53,815 additional funds.

**Strategy for using the funding**

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

|  |  |
| --- | --- |
| Number of pupils and pupil premium (PP)received |  |
| Total number of pupils on role |  |
| Total number of pupils eligible for PP |  |
| Amount of PP received per pupil | £1320 pupil premium/ £2300 – children formerly in care/ £300 – Armed forces family |
| Total amount of PP received |  |
| Teaching assistant support – including class support, specialist interventions and |  |
| Resources |  |
|  |  |

Range of support offered; one to one and small group support to targeted children. Early morning Club - Out of school additional support offered to target children. £3600 Specialist material purchased to support in small intervention groups Commando Joe’s (part contribution) £3500

Performance of pupils eligible for PPG

• The Lexia programme used to support reading showed that pupils regularly taking part in the learning programme made accelerated progress. 90% of children on the Lexia programme demonstrated excellent progress.

• In 2019 Y6 SATS 3 children were eligible for pupil premium, all of the children reached the expected standard in Reading; their scaled scores for reading , spelling, punctuation an and grammar exceeded the National averages for all children with the maths score being broadly in line with the national average..

• In Y2 SATS 7 children from the cohort were eligible for pupil premium; 5 (72%) achieved the expected level in all subject areas. This is broadly in line with national averages.

• In Y1 phonics test 100% of pupils eligible for Pupil premium reached the expected level, compared to 73% nationally.

• In the Foundation stage 50% of children who were eligible for pupil premium made a Good level of development. This is below national average, however two of the eight children had additional needs which affected their rate of learning.

**How impact is measured**

• Using summative data from termly tests

• Analysis of attendance data

• Observing children’s self confidence and independence

• Using data from Online programmes; MathsWhizz, Lexia, and ReadingPlus

• Using class teacher and teaching assistant’s assessments

• Checking completion of homework and reading

• Using formal external tests (in Y2 and Y6 – phonics Y1)

Date for review: July 2020