

# Pupil Premium Strategy

Pupil Premium funding is allocated to most effectively target additional support where it is needed most. This support is organised and lead by Mr Starling.

The nominated governor is Mrs Gent.

## 2017 to 2018 Overview

The Pupil Premium (PP) is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM) at any point in the last six years, are looked after or adopted.

**The total amount allocated to the school for the year is anticipated to be £28 160.**

**The key barriers to future attainment for our children are:**

1. Confidence in problem solving limiting mathematical progress.
2. Develop reading skills and understanding.
3. Spelling, punctuation and grammar skills limiting writing ability across the curriculum.
4. Social and emotional issues affecting learning behaviours that support independent learning

**How we will spend the funding to overcome the barriers.**

To accelerate progress of pupil premium children, and also those behind expected progress levels, an additional teacher will lead Teaching assistants in providing in-class support and intervention programmes throughout the school. (0.1 fte - £ 4000); additional TA provision in each classroom will lead the interventions and to provide specific in class support for small groups/ individuals, (8 hours TA per class = £16 000 ).

- To ensure children meet expected outcomes in maths, children are supported through specific invention programmes, including First Class at Number and Success at Arithmetic and also engage in the 'Third Space' online tutoring programme in addition to programmes of staff development. (£3000)
- To improve their accuracy and understanding of reading, children are supported through reading inventions.
- To accelerate the progress of pupils in writing, including spelling, punctuation, grammar, children receive additional in class support from teachers and teaching assistant, and teaching assistants receive professional development according to need highlighted in monitoring sessions.(£1200)
- The school will engage in accredited programmes of staff development for improving rates of progress through the Wisbech Schools partnership (£1200).
- To enable children to have access to after school clubs that charge for participation and for trips /school journeys (£1200) and to ensure pupils have a healthy breakfast at the start of the day, through our Breakfast club provision (£2400 (up to £7200)).

### **How we will measure the impact of the funding.**

We use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required.

1. Children make good progress, at least in line with the rest of the school, with each full cohort in school, in combined Maths, reading and writing.
2. Children make good progress, at least in line nationally, in combined reading, writing and maths, as well as the spelling, punctuation and grammar test at end of year 6.
3. Children respond positively to support. They have a positive attitude towards and a 'can do' attitude that is evidenced in increasing independence through work scrutinies.

**The next review will be September 2018**

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## The impact of the funding; 2016 to 2017.

In school data for progress for each cohort is recorded below.

### Reading:

In years 1 and 4, children receiving pupil premium funding had progress rates equal to those who did not, at 100% and **50%** respectively.

In years 2, 5 and 6, children receiving pupil premium funding had progress rates lower than those who did not, at **67%**(compared to **75%**), **67%**(compared to **79%**), and 75%(compared to 100%) respectively.

In year 3, children receiving pupil premium funding had progress rates greater than those who did not, at 100% (compared to 93%).

### Writing:

In years 1, children receiving pupil premium funding had progress rates equal to those who did not, at 100%.

In years 2, 5 and 6, children receiving pupil premium funding had progress rates lower than those who did not, at **67%**(compared to 83%), **67%**(compared to **79%**), and 75%(compared to 100%) respectively.

In years 3 and 4, children receiving pupil premium funding had progress rates greater than those who did not, at 100% (compared to **64%**) and **50%** (compared to **33%**)

### Mathematics:

In years 1, children receiving pupil premium funding had progress rates equal to those who did not, at 100%.

In years 2, 3, 4 and 5, children receiving pupil premium funding had progress rates lower than those who did not, at **67%**(compared to **75%**), **50%**(compared to 79%), **0%**(compared to **67%**), and **67%**(compared to **72%**) respectively.

In year 6, children receiving pupil premium funding had progress rates greater than those who did not, at 100% (compared to 93%).

*Though none of comparison data is outside confidence intervals, data in italics and bold will provide the future focus.*