

What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. Pupil premium is allocated to school if a child is currently eligible for free school meals, has been eligible for free school meals (FSM) at any point over the past 6 years, or has been continuously looked after for at least 6 months (CLA) or is adopted. Funding is also allocated to children in service families. The school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil. Our Pupil Premium Grant is used to support children's learning in school, to ensure that children who are economically disadvantaged are given every chance to achieve as well in school as all our pupils.

We have a strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

The three areas of spending of Pupil Premium are

- **Academic support**, such as reduced group sizes and in- class and out- of- class interventions.
- **Enrichment opportunities** where appropriate such as subsidising residential trips and school trips, paying for access to an extra-curricular club, and the purchase of any equipment required.
- Providing **emotional support** to promote resilience and self confidence in order to be a lifelong learner. Some pupils in need have also accessed counselling or additional pastoral care and many have had nurturing time, including during breakfast club.

The governing body is kept regularly informed through the FGP committee and the head teacher reports to both the full governing body in addition to six weekly Core Reports with the Flying High Trust. The key priority is to close the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families. We expect to see targeted additional support strategies which result in every child, however financially disadvantaged, being able to have full access to our rich curriculum and various extra-curricular experiences.

	Number of Pupil Premium Children	Percentage of Pupil Premium Children	Total Pupil Premium Grant	Date of recent PP Review	Date for next PP Strategy Review
2015-2016	63	15%	£97,797	June 16	June 17
2016-2017	55	13%	£79200	July 2016	July 2017

Impact of PP funding 2015/16

To date, the school has used Pupil Premium (PP) funding to pay for additional tutoring and resources to close the gap; to ensure that disadvantaged children have a good breakfast to fuel them for learning, impacting positively on academic progress but pupils have also benefitted from increased attendance. We have also funded TA support to ensure pupils have targeted intervention during the teaching week to close the gap and boost opportunity. Also pupils have had opportunity to access sporting, musical and artistic activities, including extra-curricular activity and chance to represent the school for events. Some pupils in need have also accessed counselling or additional pastoral care, especially across key transition phases. In 2015/16 residential visits were funded for



nine children, where the children faced big challenges to build character and confidence and the lessons learned were taken back into the classroom. In addition to this, 60 class trips were paid for to provide first hand experiences for students in order to add richness and real life meaning to the curriculum and provide a way for all children to engage in classroom talk, no matter what prior experience they bring.

Nature of Support	Impact
Year 6 additional Teacher / interventions	<p>Raise attainment to ARE or close the gap for significantly below ARE targeted pupils.</p> <p>In 2016 standardised testing for Year 6, the average scaled score in all subjects for children who access pupil premium finding was 100 which is 'At' age related expectations (ARE).</p>
Breakfast club	<p>Our most vulnerable pupils in school had a breakfast and are fed and accounted for first thing in the school day.</p> <p>Attendance of targeted children improved.</p> <p>Additional support with learning from Targeted support plans for children below ARE took place.</p>
1:1 tuition	Raise attainment to ARE or close the gap for significantly below ARE targeted pupils
Reading Recovery KS1/ Small group Support Y4 (KP)	<p>Raised attainment and closed the gap in Reading and Writing.</p> <p>Increased percentage pupils at ARE</p>
Music lessons (Recorders, clarinet, flute)	Enjoyment and enrichment for pupils who would otherwise not have the opportunity. Talent development
Clubs (including: Art, KS2 Athletics, Y1/2 Football, Y3/4 Cricket, Dance, Cross Country, Circus Club, Tag Rugby, Young Voices, Aerial gymnastics, Fitness club)	Enjoyment and enrichment for pupils who would otherwise not have the opportunity. Talent development
Residential visits subsidised	Confidence building; Team building/pastoral/ Nurture; Outdoor learning; Resilience; Environmental education; Science learning
Third Space Learning (Online Maths tuition)	Raised attainment and closed the gap in maths. 75% pupils in Year 6 who participated made ARE, from being below expectations at the end of year 5.
Target reading	Nurture and pastoral care for more vulnerable pupils. Increase in Reading attainment – targeted at pupils below ARE. Children engaged and increase in confidence, willingness to join in lessons / guided reading.
TA interventions	Interventions including Maths Blast, Switch On Reading, Switch On Writing and small group phonics teaching were used to raise the attainment of children across the school and to develop the expertise of staff. I.e. Pre and post intervention data for switch

	on reading showed increase in reading age (average of 7.4 months), and children's confidence increased.
Nurture Activities	Developed confidence and self-esteem, built friendships and developed listening and attention. Data showed an increase in 'Wellbeing and Involvement levels' (Leuven scales) in all children who participated. Children who were at risk of exclusion remained in mainstream primary school, they increased resilience, developed more positive behaviours and we had no permanent exclusions in 2015/16.

- This table shows the % of PP children at each level in Reading, SPAG, Maths and writing in summer 2016 compared to non-pupil premium children.

Subject	Pupil Premium (12 children) % achieved ARE	Non Pupil Premium (50 children) % achieved ARE	Pupil Premium (12 children) average scaled score	Non Pupil Premium (50 children) average scaled score
Maths	50%	86%	101	106
Reading	67%	70%	100	105
Spag	50%	82%	100	105
Writing	36%	72%	NA	NA

Planned Spending for 2016/17 will be published in detail in the Pupil Premium Strategy but will include:

- Support outside of the school day including Third Space Learning and boosters
- Enhancing extra-curricular provision
- Additional TA support to access the local area including the school's woodland and farm.
- Residential visits, trips, extra-curricular activities
- 1:1 in class support and small group intervention support
- Emotional / Nurture intervention
- Speech and Language Development
- Feedback support with TA and / or 1:1 feedback with class teacher
- After School Club Subsidy
- Music lessons
- Sports clubs / equipment
- Non-sports clubs, such as circus club and young voices.

- Breakfast Club will be offered again once the outside run club, which is currently under development, opens in the local area.