

Pupil Premium

Use of Pupil Premium Funds	Impact
<p>Highly qualified and skilled staff to support teaching and personalise learning</p>	<ul style="list-style-type: none"> • Barriers to learning removed as a result all pupils make progress, or in many places accelerated progress. • Personalised learning programmes engage and motivate pupils. • Children are aware of their next steps for learning and are motivated to achieve their goals. • Children involved in the learning process, empowering children as learners. • Support staff have shared excellent practice with other schools within the Trust via training sessions.
<p>1:1 Individual Reading for targeted pupils.</p>	<ul style="list-style-type: none"> • Pupils are engaging in daily reading with an adult. • This is increasing the amount that pupils are reading as most of these pupils were not reading at home. • This has also increased parental involvement as the short activities set for pupils ensure that parents do complete reading with pupils at home too. • Pupils report greater enjoyment of reading. • Fluency of all pupils has increased.
<p>Specialist Teaching in Phonics</p>	<ul style="list-style-type: none"> • 77% of Year 1 pupil premium pupils met the threshold, 10 out of 13 pupils. Of the 3 PP pupils who did not meet the threshold, 2 also had identified special educational needs. • 100% of year 2 pupils met the threshold. • Accelerated progress of all pupil premium pupils.
<p>Purchase of Classic Texts</p>	<ul style="list-style-type: none"> • Pupils are exposed to high quality classic texts. • Equality of access to texts. • Pupils are familiar with a wider range of genres. • Promotion of high expectations. • Pupil engagement in reading. • Pupils are more familiar with a range of authors, including those that they may ordinarily not engage with.
<p>Financial Support for Pupils to ensure equality of access in Enrichment opportunities.</p>	<ul style="list-style-type: none"> • All pupils were able to access the residential trip which benefitted pupils personal and social development enormously. Team work, independence and resilience skills developed. • Engagement in curriculum. • Equality of access for all pupils • Visitors inspire pupils and raise aspirations. • New experiences for pupil premium pupils, e.g. visits to theatre, performances from keystings etc. • Demonstrated through the half termly pupil reviews of topics, showing how pupils have been inspired and creating memorable moments that makes learning memorable.

Projects to raise self-esteem and remove barriers to learning	<ul style="list-style-type: none"> • Park Hall Farm • Developed pupil's social and emotional well-being. • Developed pupil's sense of responsibility (caring for animals). • As a result of engaging in regular routines and activities on the farm, children have developed a sense of trust and responsibility. They understand that the routines and tasks must be completed and this links to the 'world of work'. Some children have reported that they would like to be a farmer or vet in the future, therefore aspirations have been raised.
Interventions led by qualified and trained staff to diminish the difference in pupil attainment.	<ul style="list-style-type: none"> • Diminish the difference in pupil's learning. • Personalised to children's needs and interests. • Parents/ carers are aware of their child's next steps for learning and ways in which they can support their child at home. • Raise aspirations for Pupil Premium Pupils.
New technologies, such as iPads to motivate and inspire learners.	<ul style="list-style-type: none"> • Equality of access for all pupils • Engagement of visual learners • Parental engagement through the use of videos and photographs of pupils involved in learning • Access to Accelerated Reader to motivate readers and enable children to demonstrate their comprehension skills.
Facilitating access to home learning	<ul style="list-style-type: none"> • Equality of access for all • Additional opportunities to enhance home learning, engaging parents & carers in supporting their child's learning journey providing access to challenging and suitable activities to diminish gaps in learning, see progress table below. • Education City software
Breakfast Club to provide a good start to the day for pupils, healthy bodies lead to healthy minds.	<ul style="list-style-type: none"> • Pupils have a settled start to the school day and are ready and eager to start the learning process. • Children are on time, every moment matters. • Active and team games, encourage cooperation and social skills.
Additional extra-curricular activities to meet the needs of learners including gifted and talented pupils.	<ul style="list-style-type: none"> • Secondary school links to develop the skills and raise aspirations of the most able pupil premium children in English, Maths and Science • Personalised interventions to diminish gaps in attainment, see progress table below.

Impact of the Pupil Premium strategies on progress and attainment

Summary of attainment for children in receipt of pupil premium funding

Year group		Percentage of pupil premium pupils achieved	Percentage of non- pupil premium
Upper Foundation	Good Level of Development	80% 8 out of 10 pupils (up by 60% on previous year's results)	81.7%
Year 1 Phonics Check	Pass	77%	86%
Year 2 (15 pupils)	Expected Level of Attainment or above	Reading – 80% Writing – 67% Maths – 73%	77% 67% 75%
Year 6 (9 pupils – 1 LAC)	Expected Level of Attainment or above	Reading – 56% Writing – 67% Maths – 67%	66% 81% 68%

Summary of pupil progress for pupils in receipt of pupil premium funding (please note, 3 steps progress is the academy's expectation and represents good progress)

3 steps or more progress	Reading	Writing	Maths
Year 1	83.3%	91.7%	91.7%
Year 2	100%	100%	100%
Year 3	79%	93%	100%
Year 4	100%	100%	100%
Year 5	77.7%	88.8%	88.8%
Year 6	89%	89%	89%