



Strategy for using Pupil Premium funding

The school has looked carefully at the needs of each pupil, and will track Pupil Premium spending in detail on a Pupil Premium Provision Map, to ensure that all Pupil Premium funding is targeted at those pupils who need it. Pupils' progress data will be tracked closely each half term to monitor the success of each intervention/activity. During the 2018-2019 financial year, we propose to use these additional funds for the following interventions, to achieve our objectives:

Item	Expenditure
<ul style="list-style-type: none"> Teaching Assistant led interventions - Better Reading Primary, Time to Talk, EYFS additional phonics, Phonic Code Cracker, Every Child a Writer, Motor Skills United, Talking Maths, Talk Boost, Speech and Language support, Early Literacy Support, Basic Skills support and FFT Wave 3 	£65,760
<ul style="list-style-type: none"> CPD for TAs and teachers specific to pupil premium interventions 	£3,000
<ul style="list-style-type: none"> Social Skills teacher 	£10,000
<ul style="list-style-type: none"> The Prince William Awards 	£6,500
<ul style="list-style-type: none"> Clothing and equipment 	£500
<ul style="list-style-type: none"> Sportscape 	£5,800
<ul style="list-style-type: none"> Forest School – on site 	£8,000
<ul style="list-style-type: none"> Early Birds before school club (30 mins per day) 	£4,500
<ul style="list-style-type: none"> Lunch club (1 hour per day) 	£3,000

• Homework club	£2,000
• Trip/residential subsidies	£6,500
• Music Lessons	£600
TOTAL PUPIL PREMIUM EXPENDITURE	£116,160.00

Success criteria for Pupil Premium funding:

- The main barriers to educational achievement faced by our pupils includes limited social and emotional development, low aspirations by parents and vulnerable families.
- The pupil premium allocation is to be spent on the above areas as these address the needs of the whole child to ensure that they are able to access education and develop essential life skills. We aim to equip them for life with aspirational goals and resilience.
- The interventions are targeted according to individual needs both academically and emotionally. These are monitored every half term weeks and this information is shared during pupil progress meetings, adjustments are then made accordingly.
- Additional funding is applied for to support our looked after children/post looked after and service children – this is spent according to their specific needs e.g. after school extra-curricular activities
- The school measures impact by analysing data at regular intervals throughout the year, listening to the pupil voice, questionnaires and behaviour incident records. Through the analysis of data, particularly English and Mathematics, we draw on research evidence from own and others’ experiences to allocate funding where it is most likely to have a positive impact
- Each ½ term the Pupil Premium champion meets with the link governor (Rev Philip Goggin) to discuss progress, action planning and carry out the monitoring programme and informing future allocation of resources.
- The allocation of teachers and teaching assistants to teach interventions is very carefully considered to achieve the greatest impact for pupils – this is monitored at regular intervals throughout the year
- Significant emphasis is put into CPD training for all staff ensuring that they are highly trained and understand their role in helping pupils to achieve
- Focus is given to ensuring pupils get regular feedback via regular verbal feedback and marking
- All staff are fully aware of which children need targeting to improve attendance, behaviour or links with families where these are barriers to pupils’ learning. Attendance is monitored every half term. CAFs are offered to families where additional support is required.