

Pupil Premium Strategy: September 2018

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

As we have a small proportion of pupils with Pupil Premium Funding, we identify the barriers to achievement on an individual basis and prioritise interventions based on this.

2017-18

In the academic year 2017-18 our school was allocated £8354 for Pupil Premium Funding. This was spent in a number of ways, appropriate to child's individual needs and requirements. These approaches were identified as there is statistical evidence to show that these interventions are effective (see EEF, Kent Educational Psychology Service and previous Impact of Interventions). Many of the interventions focus on supporting a child's academic achievement, which are linked to school priorities. We measured the impact of these through discussions with staff, SENCo and the Headteacher at regular Progress Review Meetings, monitoring interventions at each intervention period and sharing this with governors. The table below provides an overview.

Guidance for how to claim FSM

It may be possible to claim for Free School Meals, and hence be eligible for Pupil Premium Funding, if your family is receiving benefits such as, Income Support, Income-based Jobseekers Allowance or Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190. If you think your child may be eligible for this funding please contact Mr. Paul Ryan.

How Pupil Premium allocation was spent	Focus	Impact on eligible pupils (6 pupils)	Impact on other pupils
Times tables group-including precision teaching	Quick recall of times tables and division facts, using activities and games (e.g. bingo) and precision teaching for specific pupils	100% (4/4 students) achieved increase in times tables scores across the year.	100% (19 students) achieved increase in times tables scores across the year.
1:1 tuition	Targets for specific child set in one subject area. Weekly sessions with teacher focussing on these targets.	66% (2/3 students) achieved expected or accelerated progress. With student who did not make progress additional barriers investigated.	83% (10 students) achieved expected or accelerated progress. Many student closed gaps (e.g. Maths with Year 1 student). With 2 students who did not make progress: For 1 student SEN barriers to progress being investigated (possible SALT & Paediatrician referral). For second student SEN barriers investigated, LIFT referral and application for High Needs Funding for bespoke curriculum applied for.
Reading Booster Group	Reading fluency and comprehension (inference often a focus)	67% (4/6 students) achieved expected or accelerated progress. With 2 students who did not make progress additional barriers investigated.	96% of students in intervention achieved expected or accelerated progress. All of KS1 & 2 achieved at least expected in Reading.
Writing Booster Group	Writing targets specific to group (e.g. accurate use of punctuation)	60% (3/5 students) achieved expected or accelerated progress. With 2 students who did not make progress, additional barriers investigated.	68% (17 students) achieved expected or accelerated progress (7 students made +5 or +6 steps progress, equivalent to 1 years progress in 3 month period).
Maths Booster Group	Maths targets specific to group (e.g. quick recall of number bonds to 10 or to recognise steps needed to solve a multi-step word problem)	100% (2/2 students) made expected or accelerated progress across the year.	100% made expected or accelerated progress across the year.

1:1 Reading - Better Reading Partnerships	Structured reading sessions, focussing on fluency and comprehension.	50% (1/2 student) made expected progress across the year. 1 student made +8 months progress in Reading Age in 3 months. 1 student developing inference skills and increasing vocabulary.	80% (8 students) increased fluency and developed good understanding of the text. Remaining 2 students developing inference skills.
Memory Magic	Intervention focussing on memory; assessing working memory and developing memory skills.	100% (2/2 students) improved memory skills.	100% (2 students) improved memory skills.