

What is Pupil Premium?

Pupil Premium is funding which is provided to schools in addition to the main school funding. It is allocated according to the number of pupils registered at the school who have been eligible for free school meals (FSM) within the past 6 years. There is also an allocation according to the number of children of service families or for each pupil who has been 'Looked After'/in care for 6 months or more.

Each school is responsible for assessing and deciding how best to spend the Pupil Premium Funding, in order to provide effective additional provision for these pupils. Schools are held to account for how the additional funding has been spent and have a duty to report upon the impact of this additional funding and provision.

FUTURE PLANNED PUPIL PREMIUM SPEND**Pupil Premium Funding received in 2017-2018**

Eligible Groups	Number of Pupils	Allocation
Total Eligible for FSM PP Funding	58	£76,560 <u>Adjusted mid-year with the removal of £8,940.00</u> from the school budget due to change in numbers of pupils who qualified.
Total Eligible for Early Years PP Funding	3 (varied over year)	£300 each Predicted £900 during financial year 2017-2018
Service Children	0	0
LAC Funding	3	£500 per term Predicted £2,500 during the 2017-2018 financial budget
Total Funding		£79,960
Total Funding excluding specific funding for Service children or LAC		£76,560

Performance Impact for learners eligible for Pupil Premium 2017-2018

Performance Measure	Percentage Achieved by learners attracting Pupil Premium Funding 2017-2018 Achievement (↑ Indicates above National where known)
Achieved GLD In EYFS	60% ↑ (National 58% 2018)
Passed the Year 1 Phonics Screener	80% (National 84% 2017 – 2018 not yet known)
Achieved ARE + at End of Key Stage 1 Assessments (Reading)	100% ↑ (National 60% 2018)
Achieved ARE + at End of Key Stage 1 Assessments (Writing)	100% ↑ (National 53% 2018)
Achieved ARE + at End of Key Stage 1 Assessments (Maths)	100% ↑ (National 61% 2018)
Achieved ARE + at End of Key Stage 1 Assessments (Science)	100% ↑ (National 69% 2018)
Achieved ARE + at End of Key Stage 1 (RWM)	100% ↑ (National 48% 2018)
Achieved ARE + at End of Key Stage 1 (RWMS)	100% ↑ (National 48% 2018)
Achieved Greater Depth at End of Key Stage 1 Assessments (Reading)	60% ↑ (National 13% 2017 – 2018 not yet known)
Achieved Greater Depth at End of Key Stage 1 Assessments (Writing)	20% ↑ (National 7% 2017 – 2018 not yet known)
Achieved Greater Depth at End of Key Stage 1 Assessments (Maths)	20% ↑ (National 10% 2017 – 2018 not yet known)
Achieved Greater Depth at End of Key Stage 1 (RWM)	20% (National 2018 not yet known)
Whole School Internal tracking achieved ARE + in Reading	72% ↑ (School NFSM 70%)
Whole School Internal tracking achieved ARE + in Writing	67% (School NFSM 67%)
Whole School Internal tracking achieved ARE + in Maths	53% (School NFSM 68%)

Whole School Internal tracking achieved GDS in Reading	24%↑ (School NFSM 22%)
Whole School Internal tracking achieved GDS in Writing	11% (School NFSM 22%)
Whole School Internal tracking achieved GDS + in Maths	20%↑ (School NFSM 15%)
Made at least Expected progress in Reading	88%↑ (School NFSM 86%)
Made at least Expected progress in Writing	88%↑ (School NFSM 82%)
Made at least Expected progress in Maths	93%↑ (School NFSM 87%)
Made accelerated progress in Reading	59% (School NFSM 63%)
Made accelerated progress in Writing	46% (School NFSM 63%)
Made accelerated progress in Maths	63% (School NFSM 75%)

Pupil Premium Strategy & Impact 2017-2018 - £78, 480.00						
Barrier/Challenge	Strategy/Intervention	Cost	Desired Outcome	Success Criteria	How impact will be reviewed	Impact
Need for a healthy and calm start to the school day.	Provide free daily access to a healthy start to the school day through a school run 'Breakfast Club'.	£3,500.00	Pupil Premium learners access a healthy and safe start to the school day, preparing them well for their daily learning.	<p>*Learners access a healthy breakfast.</p> <p>*Learners engage in positive play activities with school staff and their peers.</p> <p>*Learners have a positive start to the school day and are ready to commence their learning.</p>	Termly through analysis of Breakfast Club Register and vulnerable learner's tracker. (Finance & Personnel Committee)	50% of learners entitled to Pupil Premium accessed the School Breakfast Club. These learners were effectively supported to ensure they had a positive start to the school day.

<p>Issues outside of school have an impact upon attendance & family engagement in partnership learning.</p> <p>Home-School-Partnership and parental engagement.</p>	<p>Family Links Co-ordinator 4 days per week - To provide support to vulnerable learners and their families - engaging hard to reach families.</p>	<p>£25,260.00</p>	<p>Effective home-school partnership for vulnerable learners and their families ensures improved attendance and personalised access to learning and support.</p>	<p>*Reduction in the number of vulnerable learners within the red and yellow attendance banding.</p> <p>*Clear communication and partnership working between vulnerable families, external agencies and the school's Pastoral Team.</p> <p>*Effective personalised provision plans, support improved access to learning, addressing individual barriers or challenges.</p> <p>*Increased parental engagement with intervention planning and implementation, improving outcomes for the learner and their family.</p>	<p>Termly through analysis of Attendance data and vulnerable learner's attainment tracker. (Pastoral Support Team & Health, Safety & Well-being Committee)</p>	<p>84% of learners eligible for pupil premium have benefited from partnership working between home and school via the Family Links Co-ordinator. As a result learners have been supported either through IBSP's or personalised and targeted support to ensure they attend school regularly and achieve improved outcomes.</p> <p>56% of eligible learners made accelerated rates of progress as a result of personalised support.</p>
<p>Low on entry attainment of learners within communication, language and literacy.</p> <p>Need to quickly narrow the gap in Reading and writing between national and vulnerable learners.</p>	<p>RWI delivery & resources.</p> <p>Purchase Parent Books to support home-school learning.</p> <p>Learners benefit from daily Read Write Inc. phonics pre-teach and</p>	<p>£129.45</p> <p>£7,579.00</p>	<p>Effective personalised phonic provision ensures learners make accelerated progress, narrowing the attainment gap in reading and writing.</p>	<p>*Effective on-going AfL within phonics informs personalised daily provision.</p> <p>*Intensive tracking of progress accurately identifies targeted learners for 'pre-teach</p>	<p>Half Termly Analysis of Phonics tracker by Reading Leader & Termly analysis of Phonics & Reading tracking data. (Teaching &</p>	<p>72% of learners in receipt of FSM across the school achieved at least ARE in Reading and 67% in writing as a result of effective AfL informing targeted personalised provision.</p> <p>As a result of 'pre-teach' and 'catch-up' interventions 90% of All FSM learners made at least expected progress in all</p>

	catch-up intervention. 5 TA's 5hrs per Week.			<p>and 'catch-up' interventions.</p> <p>*Learners have access to high quality daily phonics provision which is applied across the curriculum.</p> <p>*Targeted learners make accelerated rates of progress as a result of prompt intervention.</p>	Learning Committee)	<p>key subject areas combined.</p> <p>In response to high quality targeted phonics provision, 80% of FSM eligible learners within Year 1 passed the Phonics Screener in 2018.</p> <p>!59% of learners attracting Pupil Premium funding achieved accelerated rates of progress in Reading and 46% in writing.</p> <p>60 % of FSM learners within the Foundation Stage achieved GLD, despite none of these learners entering school at age related expectation</p>
High proportion of learners with social, emotional and behavioural challenges impacting upon behaviour for learning and social interaction.	<p>Focused support for disadvantaged learners with complex needs through Pastoral Support/and positive social engagement activities - Lunchtime BfL intervention. 4 TA's 5 hrs per week.</p> <p>Learners receive personalised pastoral support around, social, emotional and behavioural challenges.</p>	£4,240.00	All learners have a positive experience during less structured times of the school day, supporting their well-being and readiness to learn in lessons.	<p>*Staff are competent in facilitating and modelling positive play and social interaction.</p> <p>*Effective tracking of learner's behaviour informs targeted pastoral intervention.</p> <p>*Analysis of BfL data demonstrates improved outcomes for targeted learners.</p> <p>*Reduction of incidents being recorded in behaviour logs during</p>	Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee)	<p>As a result of the introduction of a new 'break and lunchtime activity programme' vulnerable learners have experienced calmer transitions and there has been a significant increase in the number of learners achieving exemplary learning behaviour across the school.</p> <p>There has been a significant reduction in fixed term exclusions with only one learner during 2017-2018 who was not eligible for FSM.</p> <p>93% of learners have accessed and benefited from personalised pastoral support, contributing to the significant reductions in incidents during the unstructured times of the school day</p>

				unstructured times of the school day,		
Chameleons 'Chill Out' Club 1 hr daily (with HLTA)	£4,709.00	Vulnerable learners benefit from personalised pastoral support and guidance, improving their confidence and self-esteem in managing social situations.	*Vulnerable learners have daily access to adult support and guidance from trained staff during lunchtimes. *Vulnerable learners feel 'listened to' and supported improving their emotional well-being.	Termly analysis of vulnerable learner's tracker data. Vulnerable learners Questionnaire Analysis (Teaching & Learning Committee) Termly analysis of BfL Tracking and impact of IBSP. (Health, Safety & Well-being Committee)	93% of learners have accessed and benefited from personalised pastoral support, contributing to the significant reductions in incidents during the unstructured times of the school day. 96% of vulnerable learners in the end of year pupil questionnaire said that 'they felt that adults listen to my views and respect me'.	
Additional Educational Psychologist support - to inform personalised intervention and support.	£1,800	Advice and guidance from specialist consultants informs effective personalised provision and action planning for vulnerable learners.	*Staff act upon advice and guidance from 'Behaviour Support' and/or Educational Psychologist, informing their own practice and the provision for their learners. *Effective IBSP's address barriers to learning, improving access to daily	Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee) Termly feedback from pupils (Health, Safety & Well-being Committee)	Several learners benefited from 'Individual Behaviour Safety Plans' which supported them to address personal targets. As a result of partnership working between school, home and external services, all learners on IBSP's were enabled to access their daily learning opportunities more successfully. 94% of learners eligible for FSM agreed in their pupil voice questionnaires that 'My school helps me to look after my	

				<p>learning opportunities.</p> <p>*Learners feel more successful in their learning and benefit from personalised targets and integrated support.</p>		emotional and mental health.'												
<p>Narrow attainment between vulnerable learners and national within Literacy and Numeracy.</p>	<p>Additional TA Support 10 hrs per week per class - Support the delivery of a personalised 'catch-up interventions', informed by on-going AfL.</p> <p>All groups of learners receive personalised explicit teacher input and feedback during daily Literacy and Numeracy lessons</p> <p>Access to 'Bug Club' reading resources to support home learning and encourage home reading.</p>	<p>£15,127.50</p> <p>£465.00</p>	<p>Vulnerable learners benefit from 'targeted intervention' during daily Literacy and Numeracy sessions, bringing their attainment and progress in line with their peers.</p> <p>Access to 'Bug Club' increases and encourages engaging reading opportunities both in and outside of the school day.</p>	<p>*Learners benefit from systematic and high quality guidance and feedback during lessons, quickly addressing misconceptions and helping to move learning on.</p> <p>*Effective deployment of adult support during lessons, ensures that learners are encouraged to actively engage in the learning process.</p> <p>*Learning in lessons and books demonstrate vulnerable learners are making good progress, narrowing the attainment gap.</p> <p>*Vulnerable learners have access to a range of reading material, encouraging increased practice of reading at</p>	<p>Termly analysis of Tracking and performance data for Literacy and Numeracy. (Teaching & Learning Committee)</p>	<p>As a result of targeted intervention and on-going high quality guidance and feedback, vulnerable learners across the school make strong rates of progress. The proportion of learners eligible for FSM achieving at least expected if not better progress in all key subject areas is greater than those not eligible for FSM.</p> <table border="1"> <thead> <tr> <th>% Achieving Expected + Progress</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>88%</td> <td>88%</td> <td>93%</td> </tr> <tr> <td>NFSM</td> <td>86%</td> <td>82%</td> <td>87%</td> </tr> </tbody> </table> <p>FSM learners within the Foundation Stage and Key Stage 1 out-performed FSM learners nationally in all of the 2018 assessments.</p> <p>The percentage of FSM learners achieving at least ARE or above is in line with other learners within the school for writing and is above for reading.</p>	% Achieving Expected + Progress	Read	Write	Maths	FSM	88%	88%	93%	NFSM	86%	82%	87%
% Achieving Expected + Progress	Read	Write	Maths															
FSM	88%	88%	93%															
NFSM	86%	82%	87%															

<p>Narrow the gap between SQ learners and National achieving ARE in writing.</p>	<p>Purchase 'Grammar Hammer' resources to support personalised intervention for SPAG.</p> <p>Targeted learners receive additional writing intervention during afternoon learning - focus targeted SPAG support. Increased opportunities to write across the curriculum, focusing on key literacy skills.</p>	<p>£2,000</p>	<p>Vulnerable learners benefit from weekly targeted SPAG intervention, narrowing the attainment gap against national expectations in writing.</p>	<p>home.</p> <p>*Staff effectively use weekly SPAG assessment resources to inform targeted weekly grammar interventions.</p> <p>*Learners use scaffold resources effectively to increase their SPAG knowledge and apply this across the curriculum.</p> <p>*All learners have access to high quality SPAG resources to support independent learning.</p> <p>*An increasing proportion of vulnerable learners are demonstrating skills from their 'age expected' curriculum.</p>	<p>Termly Analysis of Tracking and performance data for writing within KS1 & KS2. (Teaching & Learning Committee)</p>	<p>The schools own internal end of year data shows that there is no difference in performance within writing between learners with FSM and those without across the school.</p> <p>As a result of effective AFL and access to high quality learning prompts and resources, learners eligible for FSM have developed their independent learning skills. In response the internal performance gap in writing between NFSM and FSM has been eradicated.</p> <p>Learners at the end of Key Stage One at Squirrel Hayes out-performed learners nationally in 2018.</p>
<p>On entry data trend to Nursery shows learners are almost 2 years behind ARE</p>	<p>Additional TA's in Early Years 1.5hrs per week</p> <p>Introduction of 'Text Talk' intervention across the Early Years to encourage and promote language development.</p> <p>Learners within the Early Years benefit from</p>	<p>£1,111.05</p>	<p>Effective modelling and promotion of exciting language by adults, stimulates good language development within the Early Years.</p>	<p>*Team Text Talk' planning, effectively informs daily learning opportunities within the Early Years.</p> <p>*A language rich learning environment encourages and promotes language and discussion.</p> <p>*Staff maximise</p>	<p>Termly tracking and analysis of performance of learners within the Foundation Stage. Analysis of progress rates of targeted learners. (Teaching & Learning</p>	<p>As a result of effective modelling and promotion of language and communication skills, FSM learners at Squirrel Hayes out-performed other FSM learners nationally within Literacy in the Foundation Stage Profile 60%</p> <p>Within the Early Years Foundation Stage 50% of eligible FSM learners made accelerated rates of progress within</p>

	increased exposure to new language linked to texts and RWInc. Development.			<p>opportunities to model and promote language development through role-play and effective questioning.</p> <p>*Staff and learners use RWInc strategies to promote both the spoken and the written word.</p> <p>*Learning journeys and learners books evidence vulnerable learners making good progress within CLL and PSED.</p>	Committee)	reading, and writing and 38% in Maths .
Improve mathematical attainment for vulnerable learners to narrow the performance gap.	Einstein Maths Club 30mins per Wk (5 TA's) to deliver personalised intervention informed by weekly Maths	£5,446.00	AfL from Maths skills test, informs weekly personalised intervention accelerating rates of progress in Maths.	<p>*Weekly Maths Assessments effectively inform small group interventions.</p> <p>*Tracking of EK Maths scores demonstrates improvements in key maths focus areas identified for improvement.</p> <p>*Vulnerable learners make good progress against their identified Maths focus area for improvement.</p>	Termly analysis of numeracy tracking data and impact of maths interventions. (Teaching & Learning Committee)	As a result of targeted intervention through on-going AFL 63% of vulnerable learners made accelerated rates of progress in maths supporting the narrowing the gap agenda.
	Purchase of Home learning practice books to support home-school partnership in	£135.00	Parents have access to quality home learning resources to	*Learners have access to high quality maths learning resources at home to aid	Termly analysis of numeracy tracking data.	100% of FSM learners within Key Stage One achieved ARE within their SAT's.

	learning within Maths.		support their child in their mathematical understanding.	<p>them in making progress.</p> <p>*Parents feel more informed about how to support their child in their learning.</p>	<p>(Teaching & Learning Committee)</p> <p>Parent Questionnaires (SLT & Govs)</p>	Parents questionnaires at the end of the Summer 2018 demonstrated that 97% of parents felt that 'I know where my child is with their learning and how to support them to improve and 'move on'.
	Additional Teacher for 7.5hrs per week to support the delivery of Singapore Maths Strategy 'catch-up' intervention. (3 afternoons per week)	£3,558.00	Learners at risk of falling behind are effectively supported to 'keep-up', improving their self-esteem and confidence within Maths.	<p>*Learners falling behind are promptly identified and supported through focused 'catch-up' intervention.</p> <p>*CPA maths approaches are effectively used to develop a greater level of understanding of key mathematical concepts.</p> <p>*Targeted learners benefit from high quality learning interventions, ensuring they keep-up with their peers.</p>	<p>Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p>	As a result of the Singapore Maths 'catch-up' intervention 63% of FSM learners have made accelerated rates of progress within maths from their starting points. In response the standard of maths has further improved across the school linked to the proportion achieving and accessing the age related curriculum.
Lack of practical resources to support the development of mathematical knowledge and understanding.	<p>Purchase of class packs of Numicon and Base Ten practical apparatus to support 'manipulative' application of learning.</p> <p>Twilight Training to support effective use of 'Singapore Maths' and CPA strategies within daily maths opportunities.</p>	<p>£500.00</p> <p>£1,000.00</p>	<p>All learners have access to a wide range of manipulatives to support a greater depth of understanding in Maths.</p>	<p>*Staff are skilled in modelling the use of manipulatives to support teaching and learning within Maths.</p> <p>*Learners have daily access to high quality maths lessons, underpinned by CPA strategies and</p>	<p>Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p>	<p>In response to the use of manipulatives and CPA strategies, vulnerable learners display a more confident and positive approach to mathematics across the school.</p> <p>100% FSM achieved ARE in their Key Stage One SAT's and 20% FSM achieved greater depth.</p> <p>The most accelerated rates of progress</p>

				<p>development.</p> <p>*Observations and learning walks indicate that learners access manipulative resources effectively, supporting independent learning and a greater depth of understanding of mathematical concepts.</p> <p>*Vulnerable learners make good progress within lessons and over time, narrowing the attainment gap between themselves and their peers.</p> <p>*Effective use of CPA manipulatives, enables an increased amount of learner to access, age related curriculum expectations within the new Maths Curriculum.</p>		<p>for FSM learners was made within maths across the school. 63% made good progress significantly narrowing the performance gap for this group within maths.</p>
<p>NB LAC children & Service Children will receive their own specific funding linked to their personalised provision plans.</p>						