

Pupil Premium Strategy



Pupil Premium:

The Pupil Premium is allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who have been looked after continuously for more than six months or are recently adopted. The funding is provided for the specific purpose of increasing the attainment and progress of these groups of pupils. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

Use and Impact of Pupil Premium (Reviewed September 2017)

Pupil Premium allocation in our school:

For 2015 – 2016, our school received an allocation of £59 240

For 2016 -2017, our school received an allocation of £56 760

For 2017-18, our school is receiving an allocation of £52 800

Outcomes for pupils in our school receiving the Pupil Premium Grant Academic Year 2016 - 2017

At the end of Key Stage 2:

% of pupils attaining the national expected standard

(Unvalidated data)

	Expected Standard		Higher Standard	
	Carterknowle Pupil Premium	National Benchmark	Carterknowle Pupil Premium	National Benchmark
Reading	58	77	25	29
Writing	75	81	17	21
Maths	75	80	0	27
Grammar, Punctuation & Spelling	75	82	17	35
Combined reading, writing & maths	58	67	0	11

Impact of Pupil Premium

- In 2016, 38% of Pupil Premium Pupils achieved the expected standard in maths, which was 32% below the national benchmark. Pupil premium money has been used successfully to raise standards for this group in maths by 37%.
- In 2016, 50% of Pupil Premium Pupils achieved the expected standard in grammar, punctuation & spelling, which was 36% below the national benchmark. Pupil premium money has been used successfully to raise standards for this group in grammar, punctuation & spelling by 25%.
- In 2016, 31% of Pupil Premium Pupils achieved the expected standard in combined reading, writing & maths, which was 36% below the national benchmark. Pupil premium money has been used successfully to raise standards for this group in the combined score by 27%.

Other Outcomes

All Pupil Premium Pupils were supported in attending all school trips and visits; voluntary contributions were not requested. Children currently eligible for free school meals can access free residential trips.

Intended use of the Pupil Premium for 2017 – 2018

Number of Pupils: 35

Barriers to learning:

There are a variety of specific barriers to learning for the Pupil Premium Pupils in our school which are specific to individual pupils. The school keeps a record of these. They may include low attainment on entry, a specific learning difficulty or a pastoral need.

Planned use:

- To provide wave 1 intervention through quality first teaching for pupil premium children across school, particularly in reading.
- To provide additional teacher or teaching assistant time for wave 2 and 3 interventions such as:
 - 1:1 and small group reading
 - Intervention programmes e.g. Success@Arithmetic
 - Additional support for individuals/small groups of pupils during Literacy and numeracy lessons
- To provide additional teacher support in Year 6, enabling targeted support for groups of pupils in literacy and numeracy, especially guided reading, but also including extended writing and early morning maths intervention work.
- To subsidise residential, educational day visits and visitors to school for pupils for whom the school currently receives Pupil Premium Grant.
- To pay for residential, educational day visits and visitors to school for pupils receiving Free School Meals.
- To provide free music lessons, breakfast club, after-school club, holiday club and after school activities on an individual needs basis.

Measuring Impact

Impact will be measured by:

- % of pupils attaining expected standards at the end of Key Stage Two
- % of pupils attaining expected standards in reading, writing and mathematics in Years 3, 4 and 5
- % of pupils making good progress in reading, writing and mathematics throughout the school
- Number of pupils participating in residential visits and educational day visits

Last annual review: September 2017

Spending and impact is reviewed by the Equalities and Standards Committee and the Full Governing Body

Next annual review: September 2018