

## Funding allocation

### April 2015- August 2016

Our level of funding is £101,142. It is based upon the financial year (April-March) and part of the academic year (April-August); and as a result many of our strategies are ongoing.

It is for the Academy to decide how its Pupil Premium funding is spent, since we are best placed to assess what additional provision should be made for *our* pupils at a local level.

### Our Pupil Premium Pupils: 2015-2016

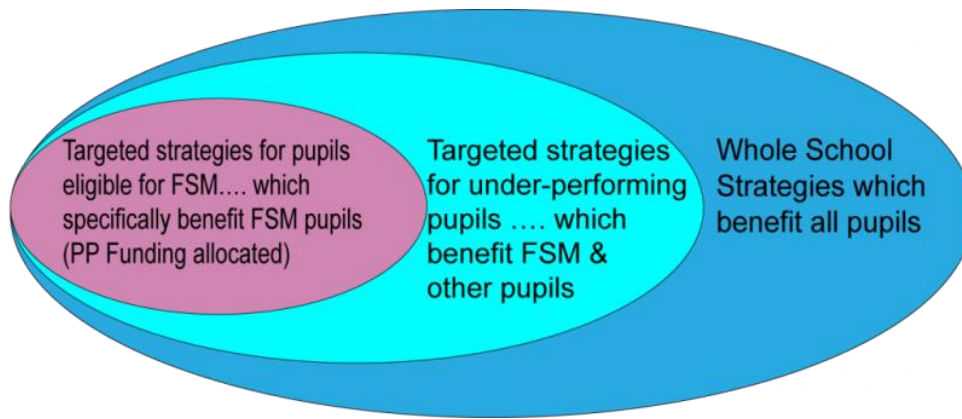
Year Group	Male	Female	Total
Reception	1	3	4
Year 1	3	2	5
Year 2	5	3	8
Year 3	3	3	6
Year 4	2	4	6
Year 5	5	5	10
Year 6	8	4	12
Overall total	27	24	51

### Which pupils are we targeting?

FSM and other vulnerable pupils who *are*, or are *at risk* of:

- under-achieving at KS2
- under-achieving at KS1
- Other underachieving pupils

We will achieve this using a number of complementary strategies.



### **Our priorities**

- to track the progress of our pupils more closely, so that we can intervene more quickly if they are not making the progress we would expect;
- to improve attendance and engagement;
- to further raise the aspirations of our pupils;
- to provide an enriched, creative curriculum providing a range of experiences

What are we using the funding for?

### **We have allocated our Pupil Premium to three key areas:**

- Intervention
- Support
- Enrichment

### **Intervention**

We have:

- Easy-read, a computer based reading support program.
- Behaviour Support Services and counselling.
- Speech and language therapy through the use of specialist trained teaching assistants.
- Pixl, a support program for reading, writing and maths for year 6.
- A range of academic interventions aimed at the individual needs of the children involved, such as Literacy support programmes, wave 3 maths intervention programmes, Phonics interventions and ensuring that underachieving readers are heard to read regularly at least 3 times a week.
- We provide counselling with a trained therapist within school for those children that are referred to that service, minimising the disruption to their learning.
- Gym trail is provided with trained teaching assistants to improve the fine and gross motor skills of pupils.
- We work closely with outside agencies such as behavior support services to ensure quick resolutions to problems.
- We invest in both wave 3 and in-class interventions using our teaching assistants effectively to support learning.

- Ran fun SATs support day.
- We have invested in accelerated reader to give highly targeted reading materials for all pupils.

### **Individual Support**

We are able to offer support to our children through the possible subsidy for the purchase of school uniform, providing free places at our breakfast club etc.

### **Enrichment**

- We help subsidise the cost of trips to enable our Pupil Premium children to participate in a wide range of enrichment activities that will enthuse, engage and raise aspirations;
- We are strongly encouraging participation in extra-curricular and enrichment activities, ensuring that any barriers to involvement are reduced, particularly for our disadvantaged pupils. Where there is a cost for a club we can offer financial assistance to enable attendance.
- We invite parents in to experience some enrichment opportunities with their children, encouraging engagement and attendance.
- We invite representatives from our local village community to become involved with the school, this enhances the enrichment activities and raises aspirations giving pupils a view of where their lives could lead.

No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. We believe in creating a balance between removing children from class lessons for extra interventions, in class support and differentiating accurately to meet the needs of all pupils which includes those in receipt of pupil premium funding and those with special educational needs. The key to closing the gap between the highest and lowest achieving pupils is through careful and thorough monitoring and tracking of attainment and progress.