



The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Schools also receive funding for children who are looked after and children of service personnel.

All our work through the pupil premium is aimed at ensuring all children achieve their best by accelerating their progress and moving them to at least Age-Related Expectations in English and Mathematics. Given interventions are specifically targetted and the duration is limited, at any one time during the academic year, not all of pupil premium children will be in receipt of an intervention. For some children getting to school regularly on time is a significant barrier to their learning and therefore the priority for them is to pay for Breakfast Club provision. In addition, we would not wish for any child to miss out on class trips that enhance learning, due to their personal funding situation, so the school may include funding for that provision. Funding is also used to supplement pay for Teacher Assistants as their inclusion to the school adds quality to learning opportunities in all classes. An additional teacher is also funded for Class 4 (one morning a week) to facilitate Quality First Teaching in smaller groups.

In 2019-20, a tiered approach to Pupil Premium spending balances different approaches to improving teaching and learning: targeted academic support and wider strategies. The three tiers are:

- 1) Teaching - for example support Quality First Teaching, making effective use of TAs to support learning, enable further differentiation with an additional teacher for Class 4 for one morning a week.
- 2) Targetted academic support - for example structured interventions, small group tuition and one-to-one support.
- 3) Wider strategies - for example behaviour approaches (Step On), counselling from YMCA, breakfast clubs to facilitate regular attendance.

Income 2019-20		25800
Focussed and targetted small group interventions		7813
Breakfast club	12 places over the week	2220
Class teacher	One morning, one class	4653
Quality first teaching supported by TAs		10000
Trips		1500
	Total	26186
Additional 1:1 provision for learning for PP pupils who are in need of SEND funding		30478

Provision is first planned and recorded using teacher led Provision Mapping of the pupils' priority needs and linked interventions. Impact is then measured by the progress of individual children, monitored and discussed at termly pupil progress meetings.