

## Context of school Context of school for Pupil Premium 2015-2016

St Mary Queen of Martyrs Voluntary Catholic Academy is a one and a half form entry situated on the Bransholme Estate in Hull. The school has a mixture of diverse economic backgrounds and is situated in an area of high deprivation.

Our Catholic ethos permeates our school community. We have a strong belief that every child is created as a unique individual with an abundance of talents. They all have the potential to flourish in these gifts if given the right opportunities. As such, our vision is to instil in all children, regardless of abilities or background, a drive to succeed, achieve and believe—we have high aspirations for all. The strong, positive and respectful relationships between all staff and children are at the heart of our school. The holistic needs of our children are paramount and our drive is to meet these, in whatever way we can, in order for them to truly realise their full potential. Pupil Premium funding facilitates our beliefs and visions by enabling us to provide the highest quality education for all. We are committed to raising standards for all our pupils with the aim that they complete their primary education journey with confidence, resilience, pride and above all, having reached their full potential. We aim for them to be equipped for a continuous and fruitful life-long education.

As a result of our commitment to raising standards for all, in 2013 we were recognised by David Laws MP (Minister for State Education) for the excellent progress and achievements of our Pupil Premium funded children. As a school, we were rated within the top 250 schools nationally for accelerated progress for attainment of our disadvantaged children from KS1 to the end of KS2.

We believe that one of the biggest barriers to children's learning can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

### Key Facts

- Our school mission 'Be the best you can be, Jesus loves you always' is at the heart of teaching and learning.
- In 2013/2014, we were within the top 250 schools nationally for raising attainment of our disadvantaged pupils.
- We are engaged in and committed to partnership working with a wide range of organisations, which strongly enhance our provision; a collaboration of Catholic schools within the Multi Academy Trust and the Bransholme partnership.
- The conversion to a Multi Academy Trust has enabled us to work closely with our family of Catholic schools to share good practice and support each other in our journeys to success.
- In 2014 the Key Stage Two disadvantaged pupil attainment gap had been narrowed and pupils were in line with their peers.
- In 2015, end of Key Stage Two results showed that Pupil Premium funded children achieved above national expectations in comparison with Pupil Premium funded children in other schools nationally

During our last Ofsted inspection in 2012, they concluded that:

"Pupils achieve well during their time in school. A view rightly held by the overwhelming majority of parents and carers. Pupils benefit from consistency in the quality of teaching through the school."

"A good start is made in the Reception classes. On entry, children have skills below those expected for their ages particularly in communication, language and literacy, and personal, social and emotional development. They make good progress so that by the time they start Year 1. Progress accelerates strongly through Years 3 to 6 and attainment at the end of Key Stage 2 is above average."

Recent Initiatives / Improvements since 2015:

- We are on a continuous and ever evolving journey to achieving Outstanding status.
- Performance of pupils in Key Stage 1 continues to show a trend of significant progress with achievement. In almost every area, achievement was above national expectations.
- Increased performance of disadvantaged pupil-attainment gap is closing significantly in KS1 and showing an improving trend in KS2.
- There is an improving trend in achievement in lower Key Stage Two.
- In Foundation Stage, children achieving a Good Level of Development showed a significant increase from the previous year and is above the National Average (having previously been below).

- Children meeting the required standard in phonics continue to be above national average.
- 100% of Year Two pupils (who didn't pass in Year One) met the required standard in phonics.
- Changes have been implemented to how Maths and English are taught throughout the school to meet the requirements of the New National Curriculum: two English/Maths class per year group instead of sets with smaller class sizes.
- Additional teachers have been deployed to facilitate this.
- New same day intervention programme has been introduced and facilitated by teachers to 'plug the gaps' in line with the New National Curriculum objectives.
- There have been significant changes to how children are assessed-new assessment procedures have been put in place.
- Use of online assessment tool has been adapted to reflect the school's own assessment policy.
- A comprehensive Continuing Professional Development package is in place for all staff with a new feedback policy to share and implement new initiatives/resources.
- Reading recovery programme (Lexia) continues to enhance progress in reading and has been extended to more children.
- Free breakfast club is offered to children partaking in the Lexia programme to encourage them to access support outside the school curriculum.
- Lexia programme set up for home use;
- Free breakfast club for poor/late attenders;
- Library area and Hull Library service (continue to improve and resource);
- Parent information evenings continue to inform parents on how to help their child/ren continue and has been extended by delivering a parent workshop on the New Curriculum and assessment arrangements.
- Year 6 booster for all children, used to assist with closing gaps between the old and new curriculum expectations;
- Year 6 one to one tuition: small groups of 4 children provided by teachers to assist with the demands of the new curriculum and to help meet end of year expectations.
- Maths intervention is provided for children identified as having the potential to exceed year group expectations.
- Read Write Inc Get Spelling online resource has been purchased to improve attainment in spelling throughout the school.
- Mathletics programme continues to be used in school and home to support with Mathematical concepts;
- A new reading programme has been purchased to support the New Curriculum and promote enjoyment of reading (Bug Club) to be used in school and home.
- Employment of additional teaching assistant to support in Year 6;
- TAs deployed throughout the school to support in all Maths and English lessons;
- The introduction of the new EYFS and Key Stage 1 speech and language intervention programme (Talk Boost);
- Teaching Assistants partaking in GCSE equivalent maths training to enable them to fully meet the demands of the New national Curriculum up to Year 6;
- Early Excellence outdoor project completed in EYFS and further implementation of the Early Excellence indoor project is in progress;
- All subjects leaders have completed an audit to purchase further resources to enhance teaching and learning.
- Introduction of new timetable throughout the school to fully maximise pupil output.

## Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding, our primary focus is on the needs of individual children and identifying their barriers to learning. This enables us to establish where targeted support is required and to resource this efficiently. Barriers may include low attendance and punctuality, behaviour difficulties, lack of confidence and independence, poor language and communication skills, complex home life issues and lack of parental engagement. We are resolute in our approach to direct spending to address such complexities and engage our pupils in a stimulating, exciting and purposeful learning journey.

Narrowing the gap between achievement of pupil premium funded children and their peers is at the top of our spending agenda. We aim for all pupils to make accelerated progress in core subjects, starting with identifying those children who start school with low attainment-early intervention is essential.

We have identified some key principles, which we believe will maximise the impact of our pupil premium spending.

## **Key Principles**

### Building a supportive culture

As a school we will:

- Believe that every child has unique talents and we will encourage them to use these
- Have high expectations of all children
- Endeavour to remove barriers to learning and do this promptly
- Provide a safe, caring and positive school community with the Catholic ethos at the heart
- Support all staff to deliver high quality education to all pupils
- Provide pastoral support to pupils who require it

### Data Analysis

We will ensure that:

- All staff are trained adequately in new assessment procedures and are given time to assess pupils' work accurately
- All staff are responsible for their data and are aware of what they need to do ensure that Pupil Premium pupils make progress in line with their peers
- Ensure staff have adequate training to ensure they can confidently analyse data, set targets and plan intervention according to the needs of the children they teach
- Gaps in learning and knowledge are identified and dealt with swiftly through the use of 'cold' and 'hot' tasks
- Rigorous performance management targets help drive progress and achievement
- Pupil progress meetings are held at the end of each term to monitor progress and where necessary, half termly for under performing groups
- All staff are aware of pupil premium children (including TAs) and know how to effectively deploy staff/resources to support their learning
- All pupil premium funded children (of any ability) benefit from spending-gifted children are challenged to exceed their year group expectations

### Improving day to day teaching

We will ensure that all teaching remains at least good and above and appropriate action plans are put in place where support is needed to achieve this:

- Provide teachers with high quality resources to support teaching and learning
- Adapt the working day to meet the demands of the new curriculum
- Use new assessment procedures to track progress and achievement and target specific groups of pupils

We aim to maintain our high standards by:

- Setting extremely high expectations of behaviour, work ethic and presentation of work
- Introduce peer mentoring /lesson monitoring
- Ensure policies are routinely evaluated as a result of scrutiny of work/lesson monitoring and Head Teacher/Assistant Head Teacher drop-ins
- Share good practice using a robust CPD programme for teachers and TAs
- Provide comprehensive performance management procedures for all Teaching Assistants
- Work collaboratively within the Multi Academy Trust and Bransholme Partnership to moderate work and assess accurately
- Ensure that intervention is rigorous for children who need to close gaps in learning (same day intervention), for children who have Special Educational Needs and to provide challenge for children who are exceeding their year group expectations

As a school we have decided to:

- Focus more on specific year group expectations in line with the New National Curriculum
- Split every year group into two groups for Maths and English lessons so that they are all following their year group expectations-class sizes are smaller
- As such, we have set aspirational targets with the expectations in achievement of our SEN pupils being raised significantly-all pupils are targeted to reach the end of year expectations at minimum (master the curriculum)
- Children who are identified early as showing mastery of their year group expectations, are targeted as exceeding within their curriculum year group-they are challenged to gain a greater depth of knowledge and apply this independently
- TA support is available in almost every Maths and English class throughout the school
- Greater focus more on productivity within lessons by having a rigorous scrutiny of work programme and using this to evidence to inform on how children are progressing within their year group expectations
- Introduce a new, more efficient marking policy where children are given immediate feedback to continually address misconceptions and move children forward in their learning

#### Individual support packages

We will ensure that the additional support we provide is effective by:

- Focusing on the individual needs of each child and identifying gaps in learning to provide same day intervention
- Ensuring additional support staff and class teachers communicate regularly by recording intervention and using new assessment systems within school
- Using Phase Leaders to provide and lead high quality interventions across their phases
- Tailoring interventions to the needs of the child-personalised learning
- Review progress and personal provision on a regular half termly basis
- Phase leaders to regularly feedback in SLT.

#### **Funding priorities**

Our priority is to have aspirational targets for all so that all children master their end of year expectations (regardless of particular circumstances), with some exceeding these. We aim to facilitate this through the delivery of high quality teaching, using our outstanding teachers to support and mentor others. In line with the New National Curriculum, we are focused on ensuring all teachers and teaching assistants are confident and competent in their delivery of objectives through extra training opportunities and regular in-house training.

Through changing the structure to lessons, we aim to raise standards in maths, reading and in particular, writing across the school. Using Pie Corbett Talk for Writing programme, we will continue to inspire children to write and apply this in other subjects through cross-curricular writing. We have a strong focus in ensuring pupils are successful in their application of grammar, spelling and punctuation-in particular, to have this as an emphasis in Key Stage One. In Maths, all children are given the opportunity to reason with exceeding children provided with deep, rich, complex problem solving tasks. All children will be able to understand and articulate their learning through the use of target 'bookmarks' and through 'cold' and 'hot' tasks.

We aim to closely monitor and improve the attainment of all vulnerable groups to ensure that they meet their end of year expectations.

### **Number of Pupils and pupil premium grant (PPG)received**

Total Number of pupils on roll	309
Total number of pupils eligible for PPG (deprivation)	63
Estimated Deprivation PPG received (£1320per pupil)	£83160

Service Child – pupils eligible	7
Estimated Service Child PPG received (£300 per pupil)	£2100
Care Premium – pupils eligible	4
Estimated Care Premium received (£1900 per pupil)	£7600
Estimated Total Amount of PPG received	£92,860
Total PPG Expenditure by school	£94,755 (overspend £1895)

Year group	Item / project	Cost	Objective	Impact/Review																
Year 6	Booster Classes for all children in Year Six from February half term (Mornings)	£5735	To narrow the gap between Pupil Premium funded and non-Pupil Premium funded pupils by ensuring they are 'secondary school ready'.	Analysis of end of Spring Term Data 2016 (Y6) <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>66%</td> <td>34%</td> </tr> <tr> <td>Write</td> <td>15%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>17%</td> </tr> </tbody> </table>		Non PP	PP	Read	66%	34%	Write	15%	17%	Maths	57%	17%				
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Year 6	Breakfast Club booster class SATs week (4 days)	£1630	100% of Pupil Premium children to attend every morning. Increase punctuality and attendance of poor attenders to 100% Provide extra tuition in Maths for 30 minutes daily.	Extra tuition for all children in Y6 has taken place this term. 4/6 PP children in year 6 (66%) have attended the sessions every day. Tuition provided for writing and maths daily boosting sessions. Effectiveness will be known when results published.																
Year 6	Residential trip	£2000	To provide a cultural experience for all Pupil Premium funded children that develops language and social skills.	France cancelled due to security worries. Year 6 residential planned for Kingswood Activity Centre in June. 90% take up																
Year 6	1-1 tuition	£3872	To narrow the gap between Pupil Premium funded children and non-Pupil Premium and to ensure the PP children reach end of year expectations with gifted children exceeding.	All children in Y6 had access for the 1-1 tuition sessions, which took place over ten sessions. SATS results: <table border="1"> <thead> <tr> <th>Subject</th> <th>% at standard or above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>78%</td> </tr> </tbody> </table>	Subject	% at standard or above	Reading	76%	Writing	76%	Maths	78%								
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Year 6	Deployment of Assistant Head for smaller year group classes.	£8602	Children taught in smaller groups and taught year group expectations in line with the New National Curriculum.	Current progression of Y6 children to meet ARE or above by the end of the year. (All pupils) <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>56%</td> <td>61%</td> <td>76%</td> </tr> <tr> <td>Write</td> <td>12%</td> <td>25%</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>65%</td> <td>78%</td> </tr> </tbody> </table>		Autumn	Spring	Summer	Read	56%	61%	76%	Write	12%	25%	76%	Maths	60%	65%	78%
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Year 5	London Trip	£1000	To provide a cultural experience for all PP children that develops language and social skills.	98% take up on the trip. Children learned about their capital city, how democracy works by visiting the Houses of Parliament and visit to Downing Street.																
Year 5	Intervention Autumn Term	£3000	Accelerate progress of PP pupils and bring in line with peers.  80% of all children to achieve age related expectations by the end of the year.  Approximately 13% of pupils to exceed expectations.	Analysis of end of Spring term data (Y5) <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>59%</td> <td>50%</td> </tr> <tr> <td>Write</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>56%</td> </tr> </tbody> </table>		Non PP	PP	Read	59%	50%	Write	56%	44%	Maths	67%	56%				
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Year 5	Teacher employed to deliver intervention to Year 5 pupils one afternoon per week	£3500	To narrow the gap in achievement between PP and non-PP chn, particularly in writing.  80% of pupils expected to meet age related expectations by the end of the year.	Y5 data, showing comparison of writing for PP/Non-PP pupils over the school year so far. <table border="1"> <thead> <tr> <th colspan="2">PP</th> <th colspan="2">Non-PP</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>19%</td> <td>44%</td> <td>22%</td> <td>56%</td> </tr> </tbody> </table>	PP		Non-PP		Autumn	Spring	Autumn	Spring	19%	44%	22%	56%				
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Year 3/4	2 classes per year group/smaller classes	£5750	Children taught in smaller groups and taught year group expectations in line with the New National Curriculum.	<p>Year 3 data, showing reading, writing and maths on track to meet ARE or above.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td><b>Read</b></td> <td>64%</td> <td>61%</td> <td>71%</td> </tr> <tr> <td><b>Write</b></td> <td>54%</td> <td>58%</td> <td>63%</td> </tr> <tr> <td><b>Maths</b></td> <td>69%</td> <td>75%</td> <td>79%</td> </tr> </tbody> </table> <p>Year 4 data, showing reading, writing and maths on track to meet ARE or above.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td><b>Read</b></td> <td>66%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td><b>Write</b></td> <td>45%</td> <td>66%</td> <td>66%</td> </tr> <tr> <td><b>Maths</b></td> <td>65%</td> <td>68%</td> <td>73%</td> </tr> </tbody> </table>		Autumn	Spring	Summer	<b>Read</b>	64%	61%	71%	<b>Write</b>	54%	58%	63%	<b>Maths</b>	69%	75%	79%		Autumn	Spring	Summer	<b>Read</b>	66%	75%	75%	<b>Write</b>	45%	66%	66%	<b>Maths</b>	65%	68%	73%
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Year 1/2	Deployment of Assistant Head for smaller year group classes.	£7800	Children taught in smaller groups and taught year group expectations in line with the New National Curriculum.	<p>Year 1 data, showing reading, writing and maths on track to meet ARE or above.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td><b>Read</b></td> <td>67%</td> <td>73%</td> <td>77%</td> </tr> <tr> <td><b>Write</b></td> <td>70%</td> <td>77%</td> <td>77%</td> </tr> <tr> <td><b>Maths</b></td> <td>66%</td> <td>72%</td> <td>78%</td> </tr> </tbody> </table> <p>Year 2 data, showing reading, writing and maths on track to meet ARE or above.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td><b>Read</b></td> <td>41%</td> <td>57%</td> <td>80%</td> </tr> <tr> <td><b>Write</b></td> <td>32%</td> <td>47%</td> <td>73%</td> </tr> <tr> <td><b>Maths</b></td> <td>53%</td> <td>59%</td> <td>80%</td> </tr> </tbody> </table>		Autumn	Spring	Summer	<b>Read</b>	67%	73%	77%	<b>Write</b>	70%	77%	77%	<b>Maths</b>	66%	72%	78%		Autumn	Spring	Summer	<b>Read</b>	41%	57%	80%	<b>Write</b>	32%	47%	73%	<b>Maths</b>	53%	59%	80%
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Year 1/2	Higher Level TA used as fifth phonics set in Year One	£5595	Percentages of children meeting the required standards in phonics screening to increase and continue to be above national averages.	<p>90% of boys achieved the standard. 79.2% of girls met the standard.</p> <p>Year 2 recheck was above the national Average by 8%.</p>																																
Year 1/2	RWI intervention by TA.	£822	Percentages of children meeting the required standards in phonics screening to increase and continue to be above national averages.	<p>90% of boys achieved the standard. 79.2% of girls met the standard.</p> <p>Year 2 recheck was above the national Average by 8%.</p>																																
Year 1/2	Implementation of new speaking and listening programme (Talk Boost) by TA.	£325	To improve language and communication of children with speech difficulties. Improved communication skills to enhance writing progress.	TAs attended training courses on TB. Mainly for year 1 and FS. Delivered three times a week.																																
Whole School	Building of new extension and purchasing of new furniture	£4200	Provide an additional classroom to teach English and Maths class in Year 3 in the morning and to facilitate intervention groups in the afternoon.	Additional classroom built and completed for September 2015. Classes delivered in the mornings and intervention/booster groups facilitated in there during the afternoon.																																
Whole school	Purchasing of new resources for Breakfast Club	£500	Adequate resources to ensure the safety and management of children attending, including PP children.	New resources purchased for breakfast club, including; New toys, sports equipment, bibs.																																
Whole school	Breakfast club staffing	£3058	Experienced staff to support children attending, including those who are PP funded.	Member of staff delivers sporting activities to the children, making sure they are all actively engaged in the activity.																																
Whole school	Purchasing of new iPads and headphones	£500	To assist with the delivery of the Lexia programme at breakfast club and in lessons.	See above																																
Pupil Premium manager	Pupil Premium training	£300	New Pupil Premium co-ordinator fully trained on changes and how to fulfil the role.																																	
Whole school	Various trips related to curriculum topics	£800	To provide children with extra wider curriculum opportunities linked to the topic they are learning about.	<p><b>Phase 1:</b> Visit to Streetlife museum, Mr Chu's visit for Chinese new Year.</p> <p><b>Phase 2:</b> Visit to Synagogue, Viking workshop in school, Visit to Wilberforce House, Visit to Scarborough</p> <p><b>Phase 3:</b> Visit to Tesco for Farm to Fork, Mosque visit</p> <p><b>Whole School:</b> Visit to the school from author David Lawrence, Multi Cultural activity afternoon</p>																																
SLT	2 day per week for SLT staff	£5060	To provide release time to support with SEN/PP. Liaise with parent's, teachers and pupils. To carry out termly progress meetings.	<p>Current, whole school APS data analysis</p> <table border="1"> <thead> <tr> <th></th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td><b>R</b></td> <td>4.1</td> <td>4.9</td> <td>5.6</td> <td>7.6</td> <td>8.7</td> </tr> <tr> <td><b>W</b></td> <td>4.3</td> <td>5.1</td> <td>6.0</td> <td>8.0</td> <td>8.4</td> </tr> <tr> <td><b>M</b></td> <td>4.2</td> <td>5.1</td> <td>5.9</td> <td>7.5</td> <td>9.5</td> </tr> </tbody> </table>		Y2	Y3	Y4	Y5	Y6	<b>R</b>	4.1	4.9	5.6	7.6	8.7	<b>W</b>	4.3	5.1	6.0	8.0	8.4	<b>M</b>	4.2	5.1	5.9	7.5	9.5								
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Parent meetings	2 per phase, ½ day planning	£1,000	To engage with parents and help inform the process of how to help their child at home.	All phases have engaged with parents about changes to the new curriculum and how they can help their children at home.																												
Whole school	TA intervention throughout the school	£21,000	Extra support provided to children with additional needs. High expectations for all SEN pupils to make progress in line with their peers and 'catch up'.  80% to meet ARE in reading, writing and Maths.	SEN data, whole school, showing Summer term data <table border="1"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td><b>R</b></td> <td>20%</td> <td>11%</td> <td>0%</td> <td>0%</td> <td>9%</td> <td>0%</td> </tr> <tr> <td><b>W</b></td> <td>20%</td> <td>11%</td> <td>0%</td> <td>0%</td> <td>9%</td> <td></td> </tr> <tr> <td><b>M</b></td> <td>40%</td> <td>11%</td> <td>0%</td> <td>67%</td> <td>27%</td> <td>50%</td> </tr> </tbody> </table>		Y1	Y2	Y3	Y4	Y5	Y6	<b>R</b>	20%	11%	0%	0%	9%	0%	<b>W</b>	20%	11%	0%	0%	9%		<b>M</b>	40%	11%	0%	67%	27%	50%
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<b>W</b>	20%	11%	0%	0%	9%																											
<b>M</b>	40%	11%	0%	67%	27%	50%																										
Whole school	Handwriting training scheme	£250	Improve handwriting and presentation throughout the school with a consistent scheme. Training provided by expert. Purchase handwriting resources. All children, including PP funded are expected to join handwriting and improve presentation of work.	Handwriting – teachers given 2 sessions of training, delivered by handwriting experts. Scheme of work decided and new handwriting books purchased along with pens for the whole school. Teachers are insisting on presentation of work (joined up writing) with a few exceptions.																												
Whole school	ICT club	£250	Provide ICT experience outside of the classroom so that children who may not have ICT facilities at home are given the opportunity to enhance these.	ICT club was taken up by over 20 children – all of whom created quality items such as cards, calendars to sell.																												
Whole school	Mathletics	£750	To support children with new curriculum expectations and improve parental links.																													
Whole school	OTrack-new curriculum software	£295	To enable teachers to track progress, set targets and monitor interventions of pupils in line with new assessment arrangements.	All children training on using class track and otrack to turn data into readable information. Teachers assess the children at the end of each lesson and tailor their planning from their assessments.																												
Whole school	Bug club reading programme	£800	To promote an enjoyment of reading in line with new national curriculum objectives. To improve home links and to improve reading progress throughout the school. 80% of children to meet age related expectations in reading.	Training delivered by Assistant headteacher and Bug Club representative. Bug club predominantly used in Guided reading sessions, for homework and for holiday learning.																												
Whole school	Teachers providing same day intervention	£1964	Provide same day intervention for children with gaps in their knowledge so that they can 'catch-up' rapidly and be in line with their peers learning. Challenge more able children to exceed in their learning. 80% of children to be at ARE, with gifted children exceeding this.	Same day interventions are usually conducted during assembly times in the afternoon.																												

We will continually review, analyse and reflect on our budgeting/spending throughout the year to ensure that funding is directed appropriately and successfully. Our drive is to ensure that every penny has an impact on our pupil premium funded children to ensure that they can 'be the best that they can be'.