

Pupil Premium Data 2013-2014 (Attainment & Progress)

Current Year 6

Use of Pupil Premium Funding:

- Part funded an additional Year Six teacher to create two small Year Six classes (22 children and 13 children) to narrow the gap and support children at risk of falling behind and to provide additional challenge for able children in order to increase the numbers of children at Level 5.
- Additional Literacy and Numeracy interventions and boosters in the school day to narrow the gap and support children at risk of not reaching age-related expectations or making two levels progress.
 - *Writing Booster afternoon*
 - *Mental Maths targeted group*
 - *Carousel afternoon (4 target groups rotated through 4 specific tasks).*
 - Additional Literacy and Numeracy interventions in the school day to provide additional challenge for more able children to achieve Level 5 or 6.
 - *Writing Booster afternoon – Level 5 target group*
 - *Mental Maths targeted Level 5 group*
 - *Carousel afternoon (4 target groups rotated through 4 specific tasks). Level 5 target tasks*
- After-school boosters in Literacy and Numeracy.
 - *Reading Comprehension / Grammar booster (Level 3a/4c Target Group and a Consolidating Level 4 Target Group).*
 - *Able and Talented Maths Booster (Level 5/6 agenda)*
 - *Maths Boosters (Level 3a/4c target group / Level 4 to 5 target group)*

- Enrichment opportunities (Robin Wood residential, trips, visits).
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners / support transition.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year Six (2013-14)

Attainment

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	25%	25%		20%	13%	
Just Below Age-related expectations (0-3 APS lower)	20%	35%		7%	27%	
Age-related Expectations +	55%	40%	79%	73%	60%	73%
Above Age-related expectations	35%	20%		60%	53%	

Progress:

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	0%	0%	5%	0%	0%	0%
Just Below Expected Progress (3 APS)	10%	10%	15%	13%	20%	8%
Expected Progress + (4+ APS)	90%	90%	80%	87%	80%	92%
Above Expected Progress (5+ APS)	35%	55%	16%	13%	67%	20%

Year Six (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (63% increase).
- Significant increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (34% increase).
- Significant increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr5-Yr6 (32% increase).
- Increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr5-6 (13% increase).
- PP children making Below Expected Progress has decreased significantly Yr5-6 (63% decrease).
- Non PP children making Below Expected Progress has decreased significantly Yr5-6 (34% decrease).

Writing Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (42% increase).
- Significant increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (27% increase).
- Significant increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr5-Yr6 (21% increase).
- Increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr5-6 (14% increase).
- PP children making Below Expected Progress has decreased significantly Yr5-6 (42% decrease).
- Non PP children making Below Expected Progress has decreased significantly Yr5-6 (27% decrease).

Maths Summary:

- Increase in % of PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (16% increase).
- Increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr5 – Yr6 (12% increase).
- PP children making Below Expected Progress has decreased Yr5-6 (16% decrease).
- Non PP children making Below Expected Progress has decreased Yr5-6 (12% decrease).
- Since Year Four, the % of children making 'Expected Progress' each year (4 APS) has risen by 53% when compared to end of Year Six. (26% to 79%)
- Since Year Four, the % of Non PP children making 'Expected Progress' each year (4 APS) has risen by 59% when compared to end of Year Six. (33% to 92%)

Year Five (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions and boosters within the school day, to narrow the gap and support children at risk of not reaching age-related expectations or making two levels progress.
 - *Toe to Toe*
 - *Additional 1:1 reading*
 - *Additional Reciprocal reading*
- Additional Literacy and Numeracy interventions within the school day, to provide additional challenge for more able children to achieve Level 4 or 5.
- After-school boosters in Literacy and Numeracy.
 - *English Booster led by a class teacher*
 - *Maths Booster led by a class teacher*
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners.
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year Five (2013-14)

Attainment

	Pupil Premium (12 children)			Non Pupil Premium (14 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	42%	58%		21%	21%	
Just Below Age-related expectations (0-3 APS lower)	17%	17%		21%	36%	
Age-related Expectations +	42%	25%	33%	57%	43%	43%
Above Age-related expectations	8%	8%		36%	7%	

Progress:

	Pupil Premium (12 children)			Non Pupil Premium (14 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	8%	8%	17%	7%	21%	31%
Just Below Expected Progress (3 APS)	25%	17%	17%	21%	21%	23%
Expected Progress + (4+ APS)	67%	75%	67%	71%	57%	46%
Above Expected Progress (5+ APS)	8%	8%	50%	7%	0%	23%

Year Five (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- * Since Year Three, the % of PP children making 'Expected Progress' each year (4 APS) has risen by 33% when compared to end of Year Five. (25% to 58%)
- * Since Year Three, the % of Non PP children making 'Expected Progress' each year (4 APS) has risen by 71% when compared to end of Year Five. (8% to 79%)
- * When this class was in Yr3, 17% (2/12) of PP children met Age-related expectations, however at the end of Yr5, 42% (5/12) of PP children have met Age-related expectations. (25% increase over last three years).
- * When this class was in Yr3, 38% (5/13) of Non PP children met Age-related expectations, however at the end of Yr5, 57% (8/14) of Non PP children have met Age-related expectations. (19% increase over last three years).

Writing Summary:

- * There has been a 34% increase in PP children making 'Expected Progress each year' (4 APS) Yr4-5. (33% v 67%).
- * PP children making 'Below Expected Progress each year' has halved Yr4-5. (66% v 33%).

Maths Summary:

- * There has been a 50% increase in PP children making 'Expected Progress each year' (4 APS) Yr4-5. (17% v 67%).
- * There has been a 50% increase in PP children making 'Above Expected Progress each year' (5+ APS) Yr4-5. (0% v 50%)
- * There has been a 15% increase in Non PP children making 'Above Expected Progress each year' (5+ APS) Yr4-5. (8% v 23%)

Year Four (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions within the school day, to narrow the gap and support children at risk of not reaching age-related expectations or making two levels progress.
- *Targeted Phonics session*
- *Targeted 'Developing Vocabulary session'*
- *Additional 1:1 reading*
- *Supported Grammar sessions*
- *Targeted small group maths activities*
- Additional Literacy and Numeracy interventions within the school day, to provide additional challenge for more able children.
- After-school activities (eg Science Club led by a class teacher and two Literacy Clubs to target specific children).
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners. (eg Girls Self-esteem group)
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year Four (2013-14)

Attainment

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	27%	55%		5%	11%	
Just Below Age-related expectations (0-3 APS lower)	27%	36%		11%	53%	
Age-related Expectations +	45%	9%	18%	84%	37%	68%
Above Age-related expectations	36%	9%		74%	32%	

Progress:

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	0%	18%	18%	0%	11%	11%
Just Below Expected Progress (3 APS)	27%	18%	55%	11%	0%	21%
Expected Progress + (4+ APS)	73%	64%	27%	89%	89%	68%
Above Expected Progress (5+ APS)	45%	36%	18%	53%	79%	26%

Year Four (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr3-4 (49% increase).
- Significant increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr3-4 (69% increase).
- Significant increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr3-4 (37% increase).
- Increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr3-4 (74% increase).
- PP children making Below Expected Progress has decreased significantly Yr5-6 (49% decrease).
- Non PP children making Below Expected Progress has decreased significantly Yr5-6 (69% decrease).

Writing Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr3-4 (39% increase).
- Significant increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr3-4 (31% increase).
- Increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr3-4 (11% increase).
- Increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr3-4 (63% increase).
- PP children making Below Expected Progress has decreased significantly Yr5-6 (39% decrease).
- Non PP children making Below Expected Progress has decreased significantly Yr5-6 (31% decrease).

Maths Summary:

- The % of children making 'Expected Progress' between Year One to Year Four is 86%. (12 APS).
- The % of Non PP children making 'Expected Progress' between Year One to Year Four is 100%. (12 APS)
- The % of PP children making 'Above Expected Progress' between Year One and Year Four (13+ APS) is 86%.
- The % of Non PP children making 'Above Expected Progress' between Year Two and Year Five (13+ APS) is 100%.

Year Three (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions within the school day to narrow the gap and support children at risk of not reaching age-related expectations or at risk of further falling behind.
 - *Toe by Toe*
 - *Additional phonics support*
- Additional Literacy and Numeracy interventions within the school day to provide additional challenge for more able children.
- After-school activities (eg Numeracy Club / Science Club).
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners.
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Tailored reading programmes such as Better Reading Programme, additional guided reading sessions and 1:1 reading to narrow the gap in reading.
- Partly fund the release of a teacher to work on Speech and Language issues with identified children.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year Three (2013-14)

Attainment

	Pupil Premium (14 children)			Non Pupil Premium (16 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	43%	64%		25%	44%	
Just Below Age-related expectations (0-3 APS lower)	14%	21%		13%	38%	
Age-related Expectations +	43%	14%	21%	38%	19%	25%
Above Age-related expectations	0%	7%		0%	13%	

Progress:

	Pupil Premium (14 children)			Non Pupil Premium (16 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	29%	21%	14%	6%	19%	6%
Just Below Expected Progress (3 APS)	14%	14%	36%	38%	19%	69%
Expected Progress + (4+ APS)	57%	64%	50%	56%	63%	25%
Above Expected Progress (5+ APS)	7%	14%	36%	25%	38%	25%

Year Three (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- * 69% of PP children have made 'Expected Progress' (10 APS) Yr1-Y3.
- * 93% of PP children have made 'Expected Progress' (10 APS) Yr1-3.
- * 69% of PP children have made 'Above Expected Progress' (11+ APS) Yr1-3.
- * 87% of Non PP children have made 'Above Expected Progress' (11+ APS) Yr1-3

Writing Summary:

- * There has been a 26% increase in the % of PP children making 'Expected Progress each year' (4 APS) Yr2-3. (38% v 64%)
- * There has been a 16% increase in the % of Non PP children making 'Expected Progress each year' (4 APS) Yr 2-3. (53% v 69%)
- * There has been a 6% increase in the % of PP children making 'Above Expected Progress each year' (5+ APS) Yr2-3. (23% v 29%)
- * There has been a 30% increase in the % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr2-3. (20% v 50%)

Maths Summary:

- * The % of PP children making 'Expected Progress' since the introduction of Pupil Premium is 77%. (10 APS).
- * The % of Non PP children making 'Expected Progress' since the introduction of Pupil Premium is 87%. (10 APS).
- * The % of PP children making 'Above Expected Progress' since the introduction of Pupil Premium is 69%. (11+ APS)
- * The % of Non PP children making 'Above Expected Progress' since the introduction of Pupil Premium is 80%. (11+ APS)

Year Two (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions within the school day, to narrow the gap and support children at risk of not reaching age-related expectations or at risk of further falling behind.
- Additional Literacy and Numeracy interventions within the school day, to provide additional challenge for more able children.
- *Lunch-time readers*
- *5 minute Number Box*
- *5 minute Literacy Box*
- *Additional Phonics support*
- Lunch-time and After-school activities in Literacy and Numeracy.
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners.
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Tailored reading programmes such as Reading Recovery and Better Reading Programme, additional guided reading sessions and 1:1 reading to narrow the gap in reading.
- Partly fund the release of a teacher to work on Speech and Language issues with identified children.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year Two (2013-14)

Attainment

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	21%	43%	20%	19%	13%	6%
Just Below Age-related expectations (0-3 APS lower)	0%	21%	40%	31%	44%	63%
Age-related Expectations +	79%	36%	40%	56%	44%	31%
Above Age-related expectations	21%	21%	40%	44%	25%	31%

Progress:

	Pupil Premium (20 children)			Non Pupil Premium (15 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	23%	21%	14%	6%	0%	0%
Just Below Expected Progress (3 APS)	0%	7%	0%	6%	19%	0%
Expected Progress + (4+ APS)	77%	71%	86%	94%	81%	100%
Above Expected Progress (5+ APS)	38%	36%	57%	44%	31%	56%

Year Two (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- * For the last three years, the number of PP children making 'Expected Progress' (4 APS each year) has remained high overall, (92%-100%). 3 year average: 95% (ie above national Progress 'floor' targets).
- * For the last three years, the number of Non PP children making 'Expected Progress' (4 APS each year) has remained high, (88%-94%). 3 year average: 90% (ie above national Progress 'floor' targets).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 92% of PP children have made 'Above Expected Progress' (ie 10+ APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 94% of Non PP children have made 'Above Expected Progress' (ie 10+ APS).

Writing Summary:

- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 83% of PP children have made 'Expected Progress' (ie 9 APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 94% of Non PP children have made 'Expected Progress' (ie 9 APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 83% of PP children have made 'Above Expected Progress' (ie 10+ APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 88% of Non PP children have made 'Above Expected Progress' (ie 10+ APS).

Maths Summary:

- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 92% of PP children have made 'Expected Progress' (ie 9 APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 100% of Non PP children have made 'Expected Progress' (ie 9 APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 92% of PP children have made 'Above Expected Progress' (ie 10+ APS).
- * Since the introduction of Pupil Premium (Reception HT1 – Year Two HT6), 100% of Non PP children have made 'Above Expected Progress' (ie 10+ APS).

Year One (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions within the school day to narrow the gap and support children at risk of not reaching age-related expectations or at risk of further falling behind. (eg BLAST, additional phonics).
- Additional Literacy and Numeracy interventions within the school day to provide additional challenge for more able children.
- Lunch-time and After-school activities in Literacy and Numeracy.
 - *Lunch-time readers*
 - *Computer Club*
 - *Handwriting Club*
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners.
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Tailored reading programmes such as Reading Recovery and Better Reading Programme, additional guided reading sessions and 1:1 reading to narrow the gap in reading.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.

Year One (2013-14)

Attainment

	Pupil Premium (11 children)			Non Pupil Premium (18 children)		
Subject	R	W	M	R	W	M
Well Below Age-related Expectations (4+ APS lower)	27%	36%		55%	45%	
Just Below Age-related expectations (0-3 APS lower)	36%	55%		25%	50%	
Age-related Expectations +	36%	9%	0%	20%	5%	11%
Above Age-related expectations	18%	0%		10%	5%	

Progress:

	Pupil Premium (11 children)			Non Pupil Premium (18 children)		
Subject	R	W	M	R	W	M
Well Below Expected Progress (0-2 APS)	27%	36%	18%	35%	56%	11%
Just Below Expected Progress (3 APS)	9%	45%	55%	15%	17%	50%
Expected Progress + (4+ APS)	64%	18%	27%	50%	28%	39%
Above Expected Progress (5+ APS)	27%	9%	18%	25%	6%	28%

Year One (2013-14) Headline Statements

Definitions: PP = Pupil Premium Non PP = Non Pupil Premium APS = Average Points Scores

Reading Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr1 – Yr2 (53% increase).
- Significant increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr1 – Yr2 (34% increase).
- Significant increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr1-Yr2 (27% increase).
- Significant increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr1-Yr2 (23% increase).
- PP children making Below Expected Progress has decreased significantly Yr1-2 (53% decrease).
- Non PP children making Below Expected Progress has decreased significantly Yr1-2 (34% decrease).

Writing Summary:

- Significant increase in % of PP children making 'Expected Progress each year' (4 APS) Yr1–Yr2 (27% increase).
- Increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr1-Yr2 (9% increase).
- PP children making Below Expected Progress has decreased Yr1-2 (27% decrease).

Maths Summary:

- Increase in % of PP children making 'Expected Progress each year' (4 APS) Yr1 – Yr2 (5% increase).
- Increase in % of Non PP children making 'Expected Progress each year' (4 APS) Yr1 – Yr2 (8% increase).
- Significant increase in % of PP children making 'Above Expected Progress each year' (5+ APS) Yr1-2 (18% increase).
- Significant increase in % of Non PP children making 'Above Expected Progress each year' (5+ APS) Yr1-2 (28% increase).
- PP children making Below Expected Progress has decreased Yr1-2 (5% decrease).
- Non PP children making Below Expected Progress has decreased Yr1-2 (8% decrease).

Reception (2013-14)

Use of Pupil Premium funding:

- Curriculum enrichment opportunities (including clubs, trips, visits, visitors)
- Additional Literacy and Numeracy interventions to narrow the gap and support children at risk of not reaching age-related expectations or at risk of further falling behind. (eg BLAST, additional phonics).
- Additional Literacy and Numeracy interventions to provide additional challenge for more able children.
- After-school activities in Literacy and Numeracy.
- Part funded a Learning Mentor to raise attainment of vulnerable groups / unpick barriers to learning / provide additional challenge for more able learners.
- Enhance the curriculum to meet individual needs so that all children are able to participate and experience new and challenging activities, in order to reach their full potential.
- Tailored reading programmes such as Reading Recovery and Better Reading Programme, additional guided reading sessions and 1:1 reading to narrow the gap in reading.
- Partly fund the release of a teacher to work on Speech and Language issues with identified children.
- Staff Development – discussions with colleagues re: Pupil Premium.
- School's own Coaching Programme (improve quality of teaching and learning for all).
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Proportion of Business Manager time allocated to Pupil Premium data collection.