

## Impact of Pupil Premium spend 2018-19

The information below demonstrates how our school has allocated the Pupil Premium fund and the impact that this spend has had on the eligible children.

This is an overview of the impact of the Pupil Premium fund for each year group. In school we keep more detailed records of how the spend has been used for each individual who is entitled to this additional funding and the impact that this funding has had on the learning of each child.

Year Group	Cost implication	Project/intervention	Objective	Outcome/Impact (End of year)
Y6	TA time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult to maintain concentration were able to do so more readily.
	Teacher time	Targeted homework (Homework club)	To enable children to further their learning through personalised homework. To encourage the children to share their learning with adults at home-further develop links between home and school To ensure that all children are provided with the time to complete their work. Ensure that all children can access adult support when completing homework to further their learning	Homework extended and supported the learning of every child. All children were able to feel success Links between home and school are strong.
	TA time	1:1 specialist interventions in English (Word Shark, Clicker 6, Accelerread, Accelerwrite, Fresh Start) and maths	To provide targeted support/intervention for pupils to address underachievement in their learning.	Children have accessed activities specifically designed to further their learning in the core subjects. This has subsequently enabled some to take part in other age related curriculum activities with their peers. (9 children)
	Teacher time (approx. 1hour per week)	1:1 feedback (writing)	To provide 1:1 targeted support to enable children to focus on their specific areas of development/next steps	Following feedback sessions children were able to articulate ways in which they should improve their work leading to improved outcomes in writing (5 children accessed 1:1 writing feedback)
	Payment if required by providers.  Teacher/TA time	Extra-curricular clubs- maths, football, cooking, cricket, athletics and recorders, Rattle and Roll	To ensure that all children have the opportunity to access extra-curricular clubs to broaden their learning experience and encourage further social interactions	Through attendance at extra-curricular clubs the children were able to broaden their learning and life experiences beyond the school day. The children were able to access activities which they had little or no experience of previously. Participation in clubs also provided the children with the opportunity to socialise with children in other year groups enabling them to form relationships beyond their immediate

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			peers in order to help further their learning (All Pupil Premium children accessed at least one of these clubs)
TA time (sometimes teacher time if teacher led grp)	Booster groups for HA (GDS children) and LA in English and maths	To provide targeted support/interventions for pupils to address underachievement and/or extend their learning.	Children reached their learning potential and made at least good progress in the core subjects.
TA time	1:1 additional reading support (critical readers programme)	To provide regular structured reading opportunities to address underachievement. To provide children with opportunities to read regularly when not provided at home.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children (5 children) who took part in this intervention either made good or better progress
TA time	Additional TA support for scribing	To remove barriers to learning/success	The barriers to learning for identified children were removed enabling them to access all areas of the curriculum. (4 children scribed for)
TA time	Targeted small group work activities for all abilities in reading (comprehension) writing (Slow Write, dictionary skills, sentence structure booster, spelling groups, editing skills, punctuation group, phonics grp), and maths (Times tables, problem solving and reasoning)	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children felt supported in their learning. Misconceptions were quickly addressed. Children receive the correct level of challenge to further their learning. Children are more confident in contributing to class discussions and being able to discuss the next steps in their learning (All children)
Teacher/TA time	Maths and English skills breakfast clubs	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning beyond the school day. To increase children's confidence in maths and English	The children received further support with their learning which increased their confidence and improved outcomes.
TA time	Social, emotional and behavioural needs support/mentoring  ELSA	To meet the children's social and emotional needs in order to enable them to access their learning	Behaviour on the playground and in the class improved. The children and staff built strong relationships which in turn created positive working environments which enabled both staff and children to focus on the learning. (4 children supported)

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	TA time	1:1 Behaviour support/Lunchtime club	To provide additional support for children with a specific behavioural need. <ul style="list-style-type: none"> <li>• Anger management group</li> <li>• Meet and Greet</li> <li>• Personalised rewards</li> <li>• Mentoring</li> </ul>	Lunch club provided children who struggle with lunch times some structure to their play. This significantly reduced the number of incidents involving these children on the playground (2 children accessed)
	Teacher time	1:1 Tuition	To provide an individual programme of study to support/extend the children's learning.	All the children who accessed this intervention made at least good progress. (3 children)
Year 6 pupil Premium outcomes		<p>There were 10 pupil premium children in year 6.</p> <p><b><u>Reading outcomes for year 6</u></b></p> <p><b><u>Attainment</u></b>  3 children achieved GDS  4 children achieved ARE  3 children were working below ARE.</p> <p><b><u>Progress</u></b>  1 child made better than good progress  6 children made good progress  From the start to the end of year 6, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 6</u></b></p> <p><b><u>Attainment</u></b>  1 child achieved GDS  6 children achieved ARE  3 children were working below ARE.</p> <p><b><u>Progress</u></b>  2 children made better than good progress  6 children made good progress  From the start to the end of year 6, 2 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Maths outcomes for year 6</u></b></p> <p><b><u>Attainment</u></b>  3 children achieved GDS  5 children achieved ARE  2 children were working below ARE.</p> <p><b><u>Progress</u></b>  1 child made better than good progress  7 children made good progress  From the start to the end of year 6, 2 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>		
Y5	TA time  Teacher time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult

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		<ul style="list-style-type: none"> <li>Remove barriers to learning</li> </ul>	to maintain concentration were able to do so more readily.
TA Time	1:1 specialist interventions in English and maths (Clicker 6, Switch On, S&L programme, Head Start, Power of 2, ELSA)	To provide targeted support/intervention for pupils to address underachievement in their learning.	Children have accessed activities specifically designed to further their learning in the core subjects. This has subsequently enabled some to take part in other age related curriculum activities with their peers. (7 children accessed at least one of these interventions)
Teacher time (approx. 1 hour per week)	1:1 feedback (writing)	To provide 1:1 targeted support to enable children to focus on their specific areas of development/next steps	Following feedback sessions the children were able to articulate ways in which they should improve their work leading to improved outcomes in writing. (4 children)
TA time	Targeted small group work activities for all abilities in reading (VIPERS, comprehension) writing (Spelling Bees, Pobble Slow Write, VIPERS creative writing, editing skills,) and maths (TT Rockstars group, correction and challenge group, GDS extension grps, maths pre teach grps)	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children are more confident in contributing to class discussions and being able to discuss their next steps (11 children)
Payment if required by providers. Teacher/TA time	Extra-curricular clubs- athletics, football, maths, choir, book club, knitting, Rattle and Roll, recorders	To ensure that all children have the opportunity to access extra-curricular clubs to broaden their learning experience and encourage further social interactions	Through attendance at extra-curricular clubs the children were able to broaden their learning and life experiences beyond the school day. The children were able to access activities which had little or no experience of previously. Participation in clubs also provided the children with the opportunity to socialise with children in other year groups enabling them to form relationships beyond their immediate peers in order to help further their learning (8 children accessed at least one extra-curricular club)
TA time	Additional TA support for scribing	To remove barriers to learning/success	The barriers to learning for identified children were removed enabling them to access all areas of the curriculum. (6 children)
TA time ELSA specialist time	Social, emotional and behavioural needs support/mentoring	To meet the children's social, emotional and behavioural needs of the children in order to enable them to access their learning	The number of children in time out was reduced. Behaviour on the playground and in the class improved. The children and staff built strong relationships which enabled them to

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				focus on their learning. (2 children)
	TA time	1:1 Behaviour support/Lunchtime club	To provide additional support for children with a specific behavioural need. <ul style="list-style-type: none"> <li>• Anger management group</li> <li>• Meet and Greet</li> <li>• Personalised rewards</li> <li>• Mentoring</li> </ul>	Lunch club has provided children who struggle with lunch times some structure to their play. This has significantly reduced the number of incidents involving these children on the playground (2 children)
	Teacher/TA time	Maths and English skills breakfast clubs	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning beyond the school day. To increase children's confidence in maths and English	The children received further support with their learning which increased their confidence and improved outcomes.
	Teacher hourly rate	1:1 Tuition	To provide an individual programme of study to support/extend the children's learning.	All the children who accessed this intervention made better than good progress. (1 child)
Year 5 pupil Premium outcomes	<p>There were 14 pupil premium children in year 5.</p> <p><b><u>Reading outcomes for year 5</u></b></p> <p><b><u>Attainment</u></b> 2 children achieved GDS 7 children achieved ARE 5 children were working below ARE.</p> <p><b><u>Progress</u></b> 1 child made better than good progress 9 children made good progress 1 child made less than good progress From the start to the end of year 5, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 5</u></b></p> <p><b><u>Attainment</u></b> 1 child achieved GDS 5 children achieved ARE 8 children were working below ARE.</p> <p><b><u>Progress</u></b> 2 children made better than good progress 5 children made good progress 2 Children made less than good progress From the start to the end of year 5, 5 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Maths outcomes for year 5</u></b></p> <p><b><u>Attainment</u></b> 1 child achieved GDS 7 children achieved ARE 6 children were working below ARE.</p>			

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		<p><b>Progress</b>            0 children made better than good progress            8 children made good progress            1 child made less than good progress            From the start to the end of year 5, 5 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>		
Y4	TA/Teacher time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult to maintain concentration were able to do so more readily.
	TA time	Additional TA support for scribing	To remove barriers to learning/success	The barriers to learning for identified children were removed enabling them to access all areas of the curriculum. (3 children)
	Teacher/TA time	Targeted homework (Homework club)	To enable children to further their learning through personalised homework. To encourage the children to share their learning with adults at home-further develop links between home and school To ensure that all children are provided with the time to complete their work. Ensure that all children can access adult support when completing homework to further their learning	Homework extended and supported the learning of every child. All children were able to feel success Links between home and school are strong. (8 children)
	Payment if required by providers.  Teacher/TA time	Extra-curricular clubs-cricket, football, choir, netball, athletics	To ensure that all children have the opportunity to access extra-curricular clubs to broaden their learning experience and encourage further social interactions	Through attendance at extra-curricular clubs the children were able to broaden their learning and life experiences beyond the school day. The children were able to access activities which had little or no experience of previously. Participation in clubs also provided the children with the opportunity to socialise with children in other year groups enabling them to form relationships beyond their immediate peers in order to help further their learning
	TA time	1:1 additional reading support (critical readers programme)	To provide focussed 1:1 reading support to address underachievement.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting

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				experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children who took part in this intervention either made good or better progress (4 children)
Teacher time	1:1 feedback (writing and maths)	To provide 1:1 targeted support to enable children to focus on their specific areas of development/next steps		Following feedback sessions the children were able to articulate ways in which they should improve their work leading to improved outcomes in writing. (3 children)
TA time	1:1 specialist interventions in English and maths (Power of 2, lego therapy ,Fresh Start)	To provide targeted support/intervention for pupils to address underachievement in their learning.		Children with an identified need have accessed activities specifically designed to further their learning in the core subjects. This has subsequently enabled some to take part in more curriculum activities with their peers. (4 children)
TA time ELSA specialist programme	Social, emotional and behavioural needs support/mentoring	To meet the children's social and emotional needs in order to enable them to access their learning		The number of children in time out was reduced. Behaviour on the playground and in the class improved. The children and staff built strong relationships which enabled them to focus on their learning. Children who found aspects of school very difficult due to their additional needs managed to remain in school and access their own personalised curriculum (1 child)
Teacher/TA time	Homework Club	Provide additional support to overcome the barriers to completion of homework.		All the children complete their homework and thus enable themselves to apply the knowledge and skills involved in it in other work. (8 children)
TA time	Targeted small group work activities for all abilities in reading (Challenge book club, comprehension) writing (Sentence structure group, up levelling writing, varying clauses, creative writing, editing skills, punctuation grp, dictionary skills, handwriting ) and maths (Basic skills group, TT Rockstars club, arithmetic support, maths boosters, maths pre teach grps)	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.		Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children are now more confident to contribute to class discussions and being able to discuss their next steps
Teacher	1:1 Tuition	To provide an individual		All the children who accessed this

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	hourly rate		programme of study to support/extend the children's learning.	intervention made better than good progress. (2 children)
Year 4 pupil Premium outcomes		<p>There were 9 pupil premium children in year 4.</p> <p><b><u>Reading outcomes for year 4</u></b></p> <p><b><u>Attainment</u></b>            1 child achieved GDS            7 children achieved ARE            1 child was working below ARE.</p> <p><b><u>Progress</u></b>            0 children made better than good progress            8 children made good progress            From the start to the end of year 4, 1 child retained their starting level but remained below age related expectation. The progress of this child cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 4</u></b></p> <p><b><u>Attainment</u></b>            0 children achieved GDS            6 children achieved ARE            3 children were working below ARE.</p> <p><b><u>Progress</u></b>            1 child made better than good progress            5 children made good progress            From the start to the end of year 4, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Maths outcomes for year 4</u></b></p> <p><b><u>Attainment</u></b>            2 children achieved GDS            5 children achieved ARE            2 children were working below ARE.</p> <p><b><u>Progress</u></b>            0 children made better than good progress            7 children made good progress            From the start to the end of year 4, 2 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>		
Y3	TA/Teacher time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult to maintain concentration were able to do so more readily.
	TA time	Additional TA support for scribing	To remove barriers to learning/success	The barriers to learning for identified children were removed enabling them to access all areas of the curriculum. (3 children)
	Payment if required by	Extra-curricular clubs- Choir, TT Rockstars,	To ensure that all children have the opportunity to access	Through attendance at extra-curricular clubs the children were able

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providers.  Teacher/TA time	Rockley music	extra-curricular clubs to broaden their learning experience and encourage further social interactions	to broaden their learning and life experiences beyond the school day. The children were able to access activities which they had little or no experience of previously. Participation in clubs also provided the children with the opportunity to socialise with children in other year groups enabling them to form relationships beyond their immediate peers in order to help further their learning
TA time	Targeted small group work activities for all abilities in reading (comprehension) writing (spellings, handwriting, phonics, Key Skills writing) and maths (First Class maths, TT Rockstars group, Pre-teach group,	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children are now more confident in contributing to class discussions and being able to discuss their next steps (7 children)
TA time	1:1 additional reading support (critical readers programme)	To provide focussed 1:1 reading support to address underachievement.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children who took part in this intervention either made good or better progress (3 children)
TA time	1:1 specialist interventions in English and maths (Clicker 6, Switch On reading, Fresh Start)	To provide targeted support/intervention for pupils to address underachievement in their learning.	Children with identified needs have accessed activities specifically designed to further their learning in the core subjects. This has subsequently enabled some to take part in more curriculum activities with their peers. (3 children)
Teacher Time	1:1 feedback (writing)	To provide 1:1 targeted support to enable children to focus on their specific areas of development/next steps	Following feedback sessions the children were able to articulate ways in which they should improve their work leading to improved outcomes in writing.(4 children)
TA time	BRP	To provide focussed 1:1 reading support to address underachievement.	1 pupil premium year 3 child took part in the BRP programme. The impact of this programme is measured in terms of reading age increase. (Child A= +10 months, )
TA time	Social and emotional needs support	To meet the children's social and emotional needs in order	The children and staff built strong relationships which enabled them to

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	ELSA time		to enable them to access their learning	focus on their learning. (2 children)
Year 3 pupil Premium outcomes		<p>There were 8 pupil premium children in year 3.</p> <p><b><u>Reading outcomes for year 3</u></b></p> <p><b><u>Attainment</u></b>            1 child achieved GDS            4 children achieved ARE            3 children were working below ARE.</p> <p><b><u>Progress</u></b>            0 children made better than good progress            5 children made good progress            From the start to the end of year 3, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 3</u></b></p> <p><b><u>Attainment</u></b>            1 child achieved GDS            3 children achieved ARE            4 children were working below ARE.</p> <p><b><u>Progress</u></b>            0 children made better than good progress            4 children made good progress            1 child made less than good progress            From the start to the end of year 3, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Maths outcomes for year 3</u></b></p> <p><b><u>Attainment</u></b>            1 child achieved GDS            4 children achieved ARE            3 children were working below ARE.</p> <p><b><u>Progress</u></b>            1 child made better than good progress            5 children made good progress            1 child made less than good progress            From the start to the end of year 3, 1 child retained their starting level but remained below age related expectation. The progress of this child cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>		
Y2	TA time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult to maintain concentration were able to do so more readily.
	TA time	Targeted small group work activities for all abilities in reading (comprehension) writing (Handwriting, Caption writing group, Applying	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children are more confident in

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		sounds group, PiPs booster.) and maths (Pre-teach group, Times Table group, Reasoning group)		contributing to class discussions and being able to discuss their next steps (8 children)
	TA time	1:1 additional reading support (critical reader programme and Switch On reading)	To provide focussed 1:1 reading support to address underachievement.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children who took part in this intervention either made good or better progress (3 children)
	ELSA programme time	Social and emotional needs support (ELSA)	To meet the children's social and emotional needs in order to enable them to access their learning	The children and staff built strong relationships which enabled them to focus on their learning. (1 child)
	TA time	1:1 Behaviour support/Lunchtime club	To provide additional support for children with a specific behavioural need. <ul style="list-style-type: none"> <li>• Anger management group</li> <li>• Meet and Greet</li> <li>• Personalised rewards</li> <li>• Mentoring</li> </ul>	Lunch club has provided children who struggle with lunch times some structure to their play. This has significantly reduced the number of incidents involving these children on the playground (2 children)
Year 2 pupil Premium outcomes	<p>There were 10 pupil premium children in year 2.</p> <p><b><u>Reading outcomes for year 2</u></b></p> <p><b><u>Attainment</u></b>  6 children achieved GDS  0 children achieved ARE  4 children are working below ARE.</p> <p><b><u>Progress</u></b>  1 child made better than good progress  5 children made good progress  1 child made less than good progress  From the start to the end of year 2, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 2</u></b></p> <p><b><u>Attainment</u></b>  5 children achieved GDS  2 children achieved ARE  3 children were working below ARE.</p> <p><b><u>Progress</u></b>  1 child made better than good progress  6 children made good progress  From the start to the end of year 2, 3 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>			

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		<p><b><u>Maths outcomes for year 2</u></b></p> <p><b><u>Attainment</u></b>                  2 children achieved GDS                  6 children achieved ARE                  2 children were working below ARE.</p> <p><b><u>Progress</u></b>                  1 child made better than good progress                  5 children made good progress                  2 children made less than good progress</p> <p>From the start to the end of year 2, 2 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p>		
Y1	TA time	In class targeted support	To provide targeted support for identified pupils in order to <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> </ul>	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children who often found it difficult to maintain concentration were able to do so more readily.
	TA time	Targeted small group work activities for all abilities in reading (Comprehension) writing (Fine motor skills, handwriting, Caption writing, Phonics support x3, writing skills) and maths (Number formation, Place value)	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children felt supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge to further their learning. Children are more confident in contributing to class discussions and being able to discuss their next steps (8 children)
	TA time	1:1 additional reading support (Critical readers group and Switch On readers)	To provide focussed 1:1 reading support to address underachievement.  To encourage the children's love of reading.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children who took part in this intervention either made good or better progress (5 children)
Year 1 pupil Premium outcomes		<p>There were 8 pupil premium children in year 1.</p> <p><b><u>Reading outcomes for year 1</u></b></p> <p><b><u>Attainment</u></b>                  1 child achieved GDS                  2 children achieved ARE                  5 children were working below ARE.</p> <p><b><u>Progress</u></b>                  1 child made better than good progress                  3 children made good progress                  4 children made less than good progress</p>		

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	<p>From the start to the end of year 1, 0 children retained their starting level but remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems used to check their progress.</p> <p><b><u>Writing outcomes for year 1</u></b></p> <p><b><u>Attainment</u></b>            0 children achieved GDS            5 children achieved ARE            3 children were working below ARE.</p> <p><b><u>Progress</u></b>            1 child made better than good progress            5 children made good progress            2 children made less than good progress</p> <p>From the start to the end of year 1, 0 children remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems.</p> <p><b><u>Maths outcomes for year 1</u></b></p> <p><b><u>Attainment</u></b>            0 children achieved GDS            7 children achieved ARE            1 child was working below ARE.</p> <p><b><u>Progress</u></b>            1 child made better than good progress            7 children made good progress</p> <p>From the start to the end of year 1, 0 children remained below age related expectation. The progress of these children cannot be measured using the ARE system but could be seen through other tracking systems</p>		
F2	Small groups in phonics, reading, speech and language, writing and maths (All abilities)	To provide targeted support/intervention for pupils to address underachievement and/or extend their learning.	Children's progress and attainment in these areas of learning was improved
	1:1 additional reading support	To provide focussed 1:1 reading support to address underachievement.	Children had opportunities to read with an adult which developed a love of reading. For some of the children who took part in this programme this was the only adult who heard them read therefore it became a new exciting experience for them. In many cases it was always the same adult therefore relationships between the adult and child became strong and respectful. The children who took part in this intervention either made good or better progress (4 children)
	Social skills group	To enable the children, with a range of emotional and social needs to build belief in themselves	Children are more confident with adult and peer interactions (2 children)
F2 pupil Premium outcomes	<p>There were 4 pupil premium children in F2.</p> <p><b><u>Reading outcomes for F2</u></b></p>		

## Impact of Pupil Premium spend 2018-19

	<p><b><u>Attainment</u></b> 3 children achieved Early Learning Goal (Expected attainment) 1 child is working below the Early Learning Goal.</p> <p><b><u>Progress</u></b> 4 children made expected progress</p> <p><b><u>Writing outcomes for F2</u></b></p> <p><b><u>Attainment</u></b> 3 children achieved Early Learning Goal (Expected attainment) 1 child is working below the Early Learning Goal.</p> <p><b><u>Progress</u></b> 4 children made better than expected progress 4 children made expected progress</p> <p><b><u>Number outcomes for F2</u></b></p> <p><b><u>Attainment</u></b> 4 children achieved Early Learning Goal (Expected attainment)</p> <p><b><u>Progress</u></b> 4 children made expected progress</p> <p><b><u>Shape, space and measure outcomes for F2</u></b></p> <p><b><u>Attainment</u></b> 4 children achieved Early Learning Goal (Expected attainment)</p> <p><b><u>Progress</u></b> 4 children made expected progress</p>		
Whole School	Inclusive technology intervention ie Clicker 6	To remove barriers to learning for children with specific needs	Children have been able to access all areas of the curriculum due to the removal of barriers to their learning
	Data challenge meetings	To support the effective use of data and gap analysis by teachers in order to improve outcomes for children.	All the staff are confident in identifying underachievement and formulating strategies to address this underachievement.
	Targeted CPD	To further develop teaching skills and strategies and provide opportunities for sharing good practice.	The skills set of the staff has been increased in order to improve outcomes for identified children.
	Listening Books subscription	To extend and broaden the children's learning experiences and to reengage children's interest in books.	Children had the opportunity to explore and enjoy a different learning experience.
	Payments towards extra curricular clubs/activities <ul style="list-style-type: none"> <li>• Young Voices</li> <li>• Piano</li> <li>• Drumming</li> <li>• Ice Skating</li> <li>• Swimming Lessons</li> <li>• On The Stage</li> <li>• Rattle and Roll</li> <li>• Rockley music</li> <li>• Rock Steady</li> </ul>	To ensure that all children have the opportunity to access extra curricular clubs to broaden their learning experience and encourage further social interactions	All children have had the opportunity to access extra curricular activities.
	Purchase of uniform	To ensure that all children have the same sense of belonging within the school	All children feel part of the Lantern Lane community.

## Impact of Pupil Premium spend 2018-19

		community	
	Payments for residential and day trips <ul style="list-style-type: none"> <li>• Kingswood</li> <li>• Castleton</li> <li>• Beaumanor</li> <li>• Easter Journey</li> <li>• Pantomime trip</li> <li>• Space Centre</li> <li>• National Justice museum</li> <li>• Y3 Stone age residential</li> <li>• White Post Farm</li> <li>• Snowdome</li> </ul>	To extend the children's learning experience beyond the school.	All the children have had the opportunity to access all of the trips offered this year. (24 children funded since April, 3 of those accessing more than 1 trip supported by pupil premium funding)
	Links with the Children's Centre	To provide family work to support families in overcoming barriers to attendance and barriers to the children's learning	Several pupil premium children and their families have been supported by the children's centre family support workers
	Purchase of resources to support interventions	To extend the breadth of resources available to teaching and support staff to improve outcomes for Pupil Premium children.	Resources are available to support teaching and learning