

Pupil Premium Report 2016/17

The Pupil Premium is additional funding allocated to schools to raise the attainment of disadvantaged pupils and to diminish the distance between them and their peers.

Schools, whilst free to spend the funding as they see fit, are held accountable for how they have used Pupil Premium funding and are required to publish this information and its impact on progress and attainment.

In 2016/17 Trumps Green Infant School received £23,100 for Pupil Premium.

The funding was used to improve literacy, maths and life skills as detailed in the following table.

Activities	Desired outcome	Success Criteria
Curriculum Enhancement	To develop confidence, self-esteem, enjoyment and equal access through providing a subsidised termly school club, swimming and educational school visits.	Pupils benefited from an enriched curriculum, reflected in their enthusiasm, motivation and contribution to group and class learning opportunities.
Tracking	To ensure pupils are making sustained progress and are closing gaps in learning.	All Pupil Premium children were tracked across the school, with termly feedback meetings with governors. Regular meetings with the SENCO and teaching staff enabled children to achieve personal targets. Referrals to outside agencies were made as appropriate for Pupil Premium pupils with special educational needs.
Attendance	To achieve high levels of attendance.	Half termly attendance meetings were held and where attendance was low or dropping, parents were offered support. Feedback on improvements was shared with parents. Attendance improved or stabilised.
Parent Partnership	To enrich home learning opportunities and raise attainment. To strengthen	Home School Link Worker support and regular meetings with class teacher, headteacher

	children's self-image as learners.	or SENCO were established. Parental attendance to these was high.
Transition	To raise confidence and access to the new learning environment.	For pupils transitioning from nursery or to the junior school, children identified as benefiting from additional visits had these arranged, accompanied by parents and a member of staff. Pupils began their new settings with increased confidence.
Interventions	<p>To improve confidence in literacy and develop enjoyment of reading and writing.</p> <p>To accelerate reading, writing and spelling learning in order to attain the expected level of attainment for Key Stage 1.</p>	<p>All pupils are more confident and able to read and write with increased fluency. Self-esteem as learners is raised.</p> <p>60% of Pupil Premium pupils including our Services children attained expected standards in reading, writing and maths at the end of Key Stage formal assessments with 40% attaining greater depth in reading.</p> <p>Out of three FSM pupils, one pupil attained expected standards in maths and one pupil attained expected standard in writing and reading. Two pupils also had outside agency involvement.</p> <p>100% of FSM pupils passed their Year One phonics screening.</p> <p>60% of Pupil Premium children achieved GLD in the EYFS.</p>
Small group classroom support	To accelerate learning and diminish the difference.	In class additional opportunities to consolidate learning, with same day interventions and increased reading with adults.
Social skills development	To develop social skills and emotional awareness. The ELSA trained TA worked with individuals and groups.	Self-esteem was raised and friendships and social communication skills strengthened.