

### Pupil Premium expenditure

Total amount allocated for 2013/14 **£154,000**

#### Use of funding:

Focus on Learning in the curriculum 66%  
 Focus on social, emotional and behaviour 15%  
 Focus on enrichment beyond the curriculum 13%  
 Focus on early interventions 6%

Strategy – Autumn Term	Cost	Impact judgement
Increasing learning time and individualising support – menu of small group and 1 to 1 tailored support	£19,191	High – especially 1 to 1 reading and Y6 boosting.
Minimising the impact of emotional and behavioural barriers to learning	£8332	High - % red forms fallen and attendance rising. Medium
Extending more able pupils - increasing targeted provision for FSM pupils identified as more able	£9458	
Narrowing the gap between FSM and Non FSM in Early Years	£9471	High – strong pupil progress for YN and YR
Increasing access to curriculum focused arts enrichments	£2500	High individual outcomes in writing for each project
<b>Total expenditure</b>	<b>£53,992</b>	

### Pupil Premium expenditure – Spring 2014

Total Fund Remaining ( spring and summer ) : **£90908**

Projected Cost for Spring Term: **£45,301**

Focus on social, emotional and behaviour 27%  
 Focus on Learning in the curriculum 50%

Focus on enrichment beyond the curriculum 7%  
 Focus on early interventions 16%

Strategy – Summer Term	Cost
Increasing learning time and individualising support – menu of small group and 1 to 1 tailored support:	£20,380
New for Spring Term 2014: Small group phonics boosting - daily 30 minute sessions before school. Experienced KS2 teacher providing additional 1:2 and 1:1 tutoring during school hours for PP pupils	
Minimising the impact of emotional and behavioural barriers to learning	£12,332
Extending more able pupils - increasing targeted provision for FSM pupils identified as more able:	£2245
Narrowing the gap between FSM and Non FSM in Early Years	£7124

**Note 1** - Supporting all SMT with leading whole school improvement through data evaluation, shared observations, involvement in book looks. Coaching for new Maths coordinator.

**Note 2** – Year 5/6 to take on 2 form entry model for 2014/15

## Self-Evaluation – Leadership and Management

Area	Grade
Leadership & Management	Outstanding ✓

### Strengths

- **Robust yet supportive performance management system** – teaching and its impact on learning is evaluated formally each term.
- **Development of middle managers**
- **Pupil attainment and achievement** - monitored termly to ensure high standards are sustained and improved on.
- **The School Improvement Plan** - sharp and focused identifying the many strengths at the school and providing perceptive view of areas for further improvement
- **Governing body** - annual timetable for meetings and sub committees to fulfil all statutory responsibilities. Standards and progress of school development plan monitored termly
- **Audits** - This year's annual H&S, HR and finance audits have been good or better.
- **Governors' Impact** - supported improving attendance with a more robust attendance policy, improved outside learning provision and continue to be closely involved in the school's plans for expansion to 2 form entry.

**Achievement**

**Self-Evaluation - Achievement**

Area	Grade		
	Outstanding	Good	Requires improvement Inadequate
Levels of attainment	✓		
Historic progress	✓ ( 3 year trend in all subjects KS1 and KS2)	✓ ( reading at KS2 in 2013)	
Progress of current pupils	✓		
Overall judgement	✓		

**Strengths**

- **KS1 attainment** increased in 2013 - continues to be higher than national averages at level 2B and 2C. APS for all subjects - continued to rise and remained above the national average over time.
- **KS2 attainment over time** ( 3 year average) is significantly higher than the national averages and increasing over time as measured by APS in all subjects.
- **Mathematics** – exceeds national average in both attainment and progress in both KSs.
- **Strong outcomes in EYFS** despite very low baselines

**Priority Areas:**

- **Raise Standards in reading and phonics across the school.** June 2014 -Standards of reading at the end of Key Stage 2 return to exceeding 95% at level 4 and exceeding 45% at level 5. APS s targeted to be 29.5+.