

Pupil Premium Review 2017-2018:

Spending 2017-18

What	How	Outcome
Phonics Intervention	Targeted interventions are carried out within KS1, which includes small group and 1-1 sessions where appropriate. Staff training to develop skills and provide high quality teaching Parent meetings to inform parents how to support their child at home.	Progress was apparent in phonics, although due to low starting points, some children did not pass the national test. Whilst progress was noteworthy this is an area that will continue to be a focus next academic year, with improvements to the phonics scheme.
Reading Intervention	Lexia program for children working below age-expectations 'Accelerated Reader' – to promote comprehension skills and encourage a love of reading from Y2 -6	Children are working through the levels on Lexia with support where necessary. Accelerated Reader has been successful in promoting reading for the middle ability children although due to its relatively high starting point for less able younger children, these children have been unable to access it.
Maths Support	'Mathletics' – to provide challenge and consolidate learning both in the classroom and at home. Mathletics club held at lunchtimes so that disadvantaged children are able to complete homework in a supportive environment making use of the school's resources.	Children are given opportunities to use the computer based programme which gives immediate feedback and allows them to try again when they are unsuccessful. This allows less confident children to learn from their mistakes and persevere to understand concepts. It also allows teachers to set work individually without children being aware of differences, reducing the stigma attached to less able children. Children enjoy the challenge of achieving a certificate each week and as a result are completing much more maths work through choice than previously. This needs to be done consistently throughout classes.
Behaviour for Learning	Team teach training for all staff. Introduction of Dalston Dollars to promote good behaviour throughout school Staff training	Children have responded well to the positive approach to behaviour and as a result low level disruptions have reduced resulting in a more positive approach to learning within the class. Further interventions for more disruptive children will help to ensure consistent good behaviour in all classes.
Nurture Group	Small group PE sessions to promote teamwork, self esteem	Children have had the opportunity to discuss and practise skills in order to work alongside and with others. Children enjoyed the sessions and were positive about the activities which they took part in.
1-1 support Special Needs HLTA	Individual IEPs to support next steps in learning	Children have worked on independent targets in order to help bridge gaps in their learning. Outside agencies have worked with staff in regards to several children in order to provide further help and support.

Overall:

Overall, pupil premium children within our school are generally making progress. Due to the high proportion of children with SEND and behavioural needs, we continue to find it challenging for these children to make greater progress than others in school. Therefore, these children continue to be a priority.

Next review date: July 2019