

Wigton Infant School
Pupil Premium Allocation 2015-2016

Pupil Premium Allocation of £22923.

Priorities for 2015 -2016

Our main priorities:

- To narrow the gap by raising the attainment and achievement of the children entitled to Pupil Premium in English - Reading and Writing and Mathematics whilst recognising that many disadvantaged children do not qualify for the Pupil Premium grant.
- To ensure the children entitled to Pupil Premium had the support to fully access the demands of the new curriculum.
- To ensure the social and emotional needs of the children are met through support thereby raising aspirations and self-esteem.

How we have achieved our priorities:

- We have used Pupil Premium monies in several ways.
- In Year 2 it was decided we would concentrate on first quality teaching by the class teacher - the person who knows the children best. This was a successful strategy and we decided we would continue to use what monies we had in a similar way.
- We were able to employ a very experienced support teacher who worked in Year 2 and who after the class teacher had delivered first quality teaching, was able to take classes for targeted sessions whilst the class teacher delivered high quality targeted teaching in both English and Mathematics. The children worked in small groups and individually. They took part in a range of activities which both challenged and consolidated prior learning.
- In Year 1 we employed a second very experienced teacher who worked with the children individually and in groups. This was because one class had a job share and we did not wish to disrupt the class with a third teacher in class.
- We maintained the teaching assistant time in all classes to ensure the children who had social and emotional had support when needed.

- Teacher and Teaching Assistant time were used in the Reception classes for extra language work, phonic work and supporting the social and emotional needs of those children in the first year of school.
- We continued the use of the on line accelerated reading programme which allowed teachers to target specific skills in reading. This was used in Year 1 and Year 2 and staff are more confident using the programme to support the children.
- We used some monies to contribute towards the cost of an apprentice teaching assistant to give extra support in class.

Evaluation

Children are assessed regularly and their progress is tracked from their starting point. Ongoing assessment of the children informed the next steps of work for the children and staff discussed their progress at regular intervals.

SAT's Results

60% of children who were entitled to Pupil Premium achieved the required standard in reading

20% achieved the required standard in writing

40% achieved the required standard in Mathematics.

Internal tracking shows that in Year 2, the children who were entitled to pupil premium:

Social and Emotional

The extra support for the social emotional needs ensured the children involved were able to access the curriculum to the best of their abilities and helped the children to regulate their emotions

Year 1

There were fewer children in the Pupil premium group in Year 1.

Again the children are assessed at regular intervals. All children made good progress and met their expectation with several exceeding the targets set.

The majority of these children passed the phonics test.

Reception

The children have engaged in small group and individual work with both teacher and teaching assistant and this has enabled them to settle into school life, enjoy coming to school, make positive relationships with a variety

of adults and children and enjoy their learning. They have received extra support in reading, writing, Mathematics and phonics.

For the Year 2016 - 2017 we have a grant of £14520 and will continue to use those strategies which we felt have made the most impact this year.

