

Victoria Infant and Nursery School

Pupil Premium Strategy: 2016/17

Victoria Infant and Nursery School is a two/ three form entry Infant School based in the coastal town of Workington. We have a very large 2 and 3 year old Nursery, 2 year old provide extended provision from 7:50am to 6.00pm each day. The holiday club runs fifty weeks of the year and children from other schools attend.

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your aspirations, passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to reach their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. Our school motto 'Achieve, Believe and Learn Together' reflects our high expectations of the whole school community and we aim to build powerful individuals who develop aspirations.

PUPIL PREMIUM GRANT

All members of the schools leaderships team, teaching and teaching assistants, accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Victoria Infant and Nursery School is committed to "**Diminishing the Difference**" between pupil premium children and other pupils. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
 - Facilitating pupils' access to the curriculum
- Working with parents/ carers to support their child's education and welfare development.
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the Governors to explain pupil premium expenditure to parents in the form of an annual statement. Governors will receive updated information with regards to pupil premium spending at each full governors meeting.

Reporting to Parents: Parents will be able to obtain information on the pupil premium via the school's website. This will be updated annually.

Victoria Infant and Nursery School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school and the annual impact upon pupil progress. This report details the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular updates will be presented to the Governing Body of Victoria Infant and Nursery School.

Responsibility for reporting: The responsibility for the report will be allocated to the senior staff. This report will be supported by key providers of the school's inclusion services if required. Subject Leaders will be asked to report on the interventions in place for key pupils and the impact that intervention has had on "Diminishing the Difference" of these identified pupils.

A key priority for our school, is to improve the outcome for disadvantaged pupils so they are better prepared for the next Key stage and have the same opportunities as their peers.

At Victoria Infant and Nursery School the percentage of disadvantaged pupils is currently 35% for 2017 for Reception, Year one and two -well above the national average of 24%.

Summary of the Main Barriers for some of our pupils:

1. Communication, language skills under developed.
2. Lack of experience and of speaking & listening in some homes.
3. Attendance of pupils for pp children is below national.
4. Family support needed and engagement of parents to support their children
5. Differences in achievement between PP and non-PP pupils.
6. Low aspirations.
7. Lack of self help skills
8. Lack of knowledge of the wider world.
9. Personal, social and emotional issues facing pupils and families.

How we aim to support these pupils and address the **Main Barriers to Educational Achievement**
Social and Economic Factors (School Strategy and Rationale)

- Offer a rich and varied curriculum with access to extended learning opportunities ensuring that funding for some pupils is supported.
- Facilitate full inclusion and access to an enriched curriculum.
- Targeting of specific personal needs.
- Homework Club – to compensate for difficult home circumstances.
- Assertive Mentoring Attitudes to Learning Strand – to clarify desired attributes for effective engagement with learning.
- Building learning power to increase pupil's meta-cognition to develop an understanding of how to learn.
- Reading daily to an adult – to increase levels of attainment, engagement and confidence.

Low Self-Esteem (School Strategy and Rationale)

- Uniform and shoes provided if needed – to preserve dignity.
- Create an emotionally safe environment and sense of belonging.
- Pastoral System with designated TA's and trusted adults – to enable children to confide in a trusted adult.

- Growth Mind set Culture – to avoid the fixed mind set and allow unlocking of full potential, to cultivate resilience.
- Building Learning Power strategies to strengthen the understanding of how to learn and develop the confidence to learn.

Attendance (School Strategy and Rationale)

- Specific action plan in place to address persistent absence and disadvantaged pupils as an area of focus. Deputy Head to monitor on a weekly basis.
- Pro- active approach phone calls, letters, individual circumstances met e.g. liaising with juniors to work closely with families to enable children to fully access all learning opportunities.
- First day contact procedures to ensure all safeguarding matters are addressed quickly and in a timely manner.
- Constant dialogue with parents. Early help support.
- Attendance targets set with parents – to promote parental accountability.
- Classroom focus on attendance and punctuality to raise awareness of the importance of attending school and be punctual.
- Assemblies used to reward and encourage attendance above 96% class rewards and certificates each week to develop pupil's awareness of the importance of good attendance. Over 96%.
- Weekly newsletters data promote attendance.

Low Aspiration (School Strategy and Rationale)

- Planned interventions including for the more able – to enable Pupil Premium children to make equal progress to their peers in relation to Age Related Expectations.
- Interventions from daily English and Maths assessment opportunities – to address misconceptions from daily teaching objectives.
- Specific targeted resources for the above – to match teaching to National Curriculum requirements half termly mentoring meetings – to help children keep on track and have the opportunity to discuss their learning needs.
- Pastoral Support from TAs/Teachers – to remind children about the benefits of learning and its role in securing the best opportunities in the future.
- Transition to every year group and a focus on EYFS to KS1 and KS1 to KS2.

Measuring the Impact of the Pupil Premium Grant

- The impact of addressing these barriers is closely monitored via the following means:
- Pupil Premium Lead/Teacher and Pupil Premium Governor.
- The school's Annual Self- Evaluation Schedule'
- Attendance percentages Progress Data for every year group- children based on internal tracking, end of KS expectations and SATs.
- Internal Pupil Tracking Procedures

Our population – ASP and Inspection Data Summary Report (IDSR):

The school is located in an area of high social deprivation and have a high percentage of children are eligible for pupil premium, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe that everyone should be treated as an individual so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

“There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the ‘extra mile’, and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly.”

“All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school’s good organisation and strong, shared vision underpin its good capacity to continue moving forward.” (Ofsted 2011)

Recent Initiatives / Improvements 2017- 2018:

We have worked very hard to ensure that we meet the needs of all of our pupil premium children to ensure they have a personalised plan of support:

- A **NATIONAL TEACHING SCHOOL** supporting schools across the county to improve outcomes for pupils through professional development, Leadership and Management support, accredited provider for NQTs and ITT.
- **EXTENDED PARTNERSHIP WORKING** with local schools that form the ASPIRE group. The motto of ‘Aspire to lead, Aspire to learn’. Focusing on raising aspirations for our pupils.
- New two year old purpose built nursery which was funded by the local authority to provide a large number of places to meet the demand on two year old funded places.
- **PROGRESS FOR ALL PUPILS** is excellent with high proportions of pupils making more than expected progress.
- **ATTAINMENT**
- **Raising ASPIRATIONS and ENGAGEMENT.**
- **EXCEPTIONAL PERSONAL, SOCIAL, EMOTIONAL SUPPORT** enable children to move confidently with the right skills to the next stage in education.

- School is **A NATIONAL TEACHING SCHOOL AND NATIONAL SUPPORT SCHOOL** and has **CAPACITY AND EXPERTISE TO SUPPORT OTHER SCHOOLS** nationally.
- School has **SUBSTANTIAL TRACK RECORD IN IMPROVING OUTCOMES**

for pupils in an area of high challenge.

- **EQUALITY OF OPPORTUNITY** underpins British Values and provides children with best life chances
- Newly developed **PROVISION for 2 YEAR OLDS** for early intervention, development of language and development of strong parental relationships
- **RISING ROLL** and school a “**FIRST CHOICE SCHOOL**” of parents
- **EXCELLENT SAFEGUARDING** part of the ‘encompass pilot’ for domestic abuse awareness- taking place in West Cumbria,
High level of domestic abuse cases being reported. Support provided for the pupils through key adult.
- **EXCELLENT BEHAVIOUR FOR LEARNING USING BUILDING LEARNING POWER** – “It’s Good to be Green” and restorative justice supporting purposeful climate for learning
- Phase Leaders established across each key stage (EYFS & KS1) has resulted in **IMPROVED QUALITY OF TEACHING**, greater consistency in practice and higher expectations thus reducing within school variance
- **INCREASED IMPACT OF MIDDLE LEADERS**
- Art Therapist used during afternoons in the Autumn term, providing **IMPROVED SUPPORT FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL ISSUES**
- **INCREASED UPTAKE OF EXTENDED SCHOOL PROVISION**
- Financial - School FMSiS and SFVS ensures **GOOD VALUE FOR MONEY**
- **EXTENSIVE INVESTMENT IN AND DEVELOPMENT OF PEOPLE** - CPD: Mindsets – Guy Claxton – Building learning power, Outstanding Teaching Programme (KS1), Power of Reading, kidsafe registered school, Study on More Able Provision, Aspirants heads and Allyson Ingalls- Subject leadership.
- **BROADER USE OF RESEARCH TO INFORM DECISION MAKING AND POLICY** – Sutton Trust Toolkit interventions, within school variance, Pre-teaching, Metacognition through building learning power. All staff are trained and the school has a Lead teacher working through the learning quality framework for the school provision.
- **CHILDREN ACTING AS “LEADERS”** across the school in a variety of roles – new coordinator post and child leaders’ accreditation. Accredited through SSAT.
- **INCREASED HIGH QUALITY SPORTS PROVISION** – schools sports leader, resident PE specialist teacher, U dance performance, ten years participating in Rock Challenge, West Coast Olympics event, Allerdale sports partnership working with specific multi skills teachers, cricket, tennis, tag rugby and gymnastics.
- **BEST PRACTICE ACCREDITATIONS** include: Financial Management in School; Healthy School Mark; Arts Mark (Gold): National Teaching School.
- **IMPROVED COMMUNICATION WITH PARENTS AND WIDER COMMUNITY** – School website / text 2 parents / newsletter / targeted meetings

However, we are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other and we work with other head teachers in a peer to peer groups working on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

When making decisions about using pupil premium funding it is important to consider the

context of the school and the subsequent challenges faced. Common barriers for pupil premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium funding is to **diminish the difference** between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for pupil premium children – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make excellent progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement (LPPA)
- Importance of quality first teaching (Sutton Trust)
- More focus on eligible pupils to ensure that their attainment is in line with the National average.
- Feedback and Peer Tutoring (Education Endowment Foundation Toolkit).
- Pre-teaching/ same day teaching to ensure pace and readiness for learning.

This year our school priorities are to:

- **ENSURE ATTENDANCE AND PUNCTUALITY IS IMPROVING.**
- Ensure **ATTAINMENT IN WRITING** is in line with or above national standards at each key benchmark
- Ensure **ATTAINMENT IN READING** is in line with or above national standards at each key benchmark
- Ensure **ATTAINMENT IN PHONICS** is in line with or above national standards at each key benchmark
- Improve children’s **SPEED, FLUENCY, PROBLEM SOLVING AND REASONING SKILLS in MATHS.**
- Increase **LEVELS OF CHALLENGE** to meet the demands of the new curriculum
- Provide **HIGH QUALITY CURRICULUM ENRICHMENT ACTIVITIES.**
- Provide **PASTORAL, EMOTIONAL, NUTRITION AND WELL BEING SUPPORT.**
- **Provide opportunities to RAISE ASPIRATIONS AND ENAGEMENT.**

We will continue with our whole school approach to supporting children in developing their skills as readers and writers by focusing on developing children’s speaking skills through the power of reading We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

In addition we will continue to strengthen parental engagement in learning, through

increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents' meetings).

Out training for staff this year will include a focus on spelling, grammar, punctuation and phonics to ensure a consistent approach to teaching reading and writing, use of Mathematics to support speed, fluency, problem solving and reasoning, subject leaders development, data, tracking and expectations for progress. A continued focus on Building learning power across the school to ensure a consistent approach to teaching pupils how to learn.

PUPILS ON ROLL 2017-2018	
Two and three year old Nursery pupils	109 PPG
Total number of pupils on roll (FTE age 4 and over)	155 PPG

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED	
Total number of pupils on roll (FTE age 4 and over)	155 FTE 109 2/3 year old Nursery
Total number of pupils eligible for PPG FSM 63 including 2 EHCP pupils 1 service 1 LAC	35 2 year Nursery 21 3 years Nursery 19 Reception pupils 22 Year 1 pupils 18 Year 2 pupils Total: 115 (43%)
Amount of PPG received per pupil	£300-£1950
Total amount of PPG received	£ 72,526 £ 16,816 £89,342

NATURE OF SUPPORT 2017/18

This year our school priorities are to:

- EYFS- focus on **COMMUNICATION, LANGUAGE and VOCABULARY.**
- **ENSURE ATTENDANCE AND PUNTUALITY IS IMPROVING.**
- Ensure **ATTAINMENT IN WRITING** is in line with or above national standards at each key benchmark
- Ensure **ATTAINMENT IN READING** is in line with or above national standards at each key benchmark
- Ensure **ATTAINMENT IN PHONICS** is in line with or above national standards at each key benchmark
- Improve children's **SPEED, FLUENCY, and PROBLEM SOLVING AND REASONING SKILLS in MATHS.**
- Increase **LEVELS OF CHALLENGE** to meet the demands of the new curriculum
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Early Years: two and three year old nursery

We offer earlier starting age from 2years olds **EEF +6months**

We offer 30 hour places for three year old nursery. **EEF +3 months**

Action	Objective	Outcome	Cost
To develop Communication, language and vocabulary development			
Every child in the two year old to take a story bag home weekly.	To broaden the use of vocabulary and understanding of words.	Improved speech.	
Weekly guided reading for all three year olds using Collins big cat.	To increase the vocabulary of all pupils.	Improved language development for all pupils. Pupil premium children are developing in line with their expected age.	
Termly visit to the library for three year olds. Termly book bus visit for all pupils.	To encourage children to use standard English.	Children speak clearly and with increasing vocabulary.	
Bookstart books provided for pp pupils.	To enjoy a variety of books.	Children can speak in simple sentences that can be understood.	
Topic boxes purchased to develop a love of non fiction and increase access to books.			

<p>Circle time and story time daily to focus on rhyme, Daily nursery rhymes.</p> <p>Remind children to take out their dummies during learning time.</p> <p>Visits outside of school to develop real life learning and increase vocabulary.</p> <p>EEF + 3 months extra hours</p> <p>EEF + 6 months Earlier starting age</p> <p>EEF +6months communication and language approaches</p>			
<p>To nurture children’s wellbeing and self-help skills.</p>			
<p>Employ a nursery welfare assistant to promote healthy eating, nurturing support and develop self-help skills.</p> <p>Pupils have a healthy snack each day.</p> <p>Pupils are involved in making their own snack.</p> <p>Pupils toileting needs are supported.</p> <p>Pupils engage in conversation with adults during snack time.</p> <p>Social skills are encouraged encouraging British values and table manners.</p> <p>EEF + 5 months self-regulation strategies</p> <p>EEF + 3 months social and emotional learning strategies</p>	<p>To develop children’s ability to sit at a table, talk to each other, and show manners.</p> <p>To encourage pupils to wash their hands.</p> <p>To encourage pupils to use the toilet.</p> <p>To encourage pupils to use a knife and fork.</p>	<p>Children can sit at a table.</p> <p>Children can wash their hands unaided.</p> <p>Children know when they need the toilet and have self help skills.</p> <p>Children consistently use a knife and fork correctly.</p>	<p>£11,400</p>
<p>Early help and pastoral support for disadvantaged families.</p> <p>Support available at any time during the school working day to ensure that parental matter can be dealt with immediately.</p>	<p>To provide accessible pastoral support for parents/ carers.</p> <p>To provide guidance and support to parents and carers in need.</p> <p>To sign post</p>	<p>Families received early intervention.</p> <p>Children access their full entitlement.</p>	<p>Part of the whole school budget- ref to action plan below.</p>

Sign posing advice and pastoral support available.	disadvantaged families to other agencies if needed.	Tailored support to meet individual needs.	
Provide real life experiences for pupils every half term through visits, visitors and enrichment activities to provide experiences to support the curriculum offered. Planned visits and visitors, breakfast week, enrichment activities every half term to enable children to have the vocabulary and experience. EEF + 6 months communication and language EEF + 3 months social and emotional learning strategies	To increase pupils knowledge of real life places and events. To develop aspiration in children by exposing them to real life visitors. To ensure that pupil experience different foods and know how to eat healthily.	Pupil's vocabulary increases, pupils have the experiences to apply new learning across the curriculum areas. Pupils can name different places in their locality, park, sea, farm, mountains and library.	£10,869
Music, rhyme and alliteration			
Weekly singing session with a music teacher. Singing phonics daily. Daily nursery rhyme singing EEF +4 months early literacy approaches	To be able to differentiate different sounds. To develop listening skills. To be able to learn five rhymes.	Child can identify the different musical instruments or sounds. To listen to different sounds and name. Child can sing five nursery rhymes unaided.	£850

Reception, year one and year two pupils

All pupils have an individual case study that focuses on how to support any barriers that have been identified.

Action	Objective	Outcome	Cost
<p>Daily phonics</p> <p>Phonics homework</p> <p>Purchase of phonics trackers to support assessment and identification of knowledge.</p> <p>Parental support with phonics through family learning.</p> <p>Extra intervention for pp pupils with phonics.</p> <p><i>EEF +4months Phonics</i></p>	<p>To diminish the difference by addressing inequalities and raising attainment of disadvantaged pupils in phonics.</p>	<p>Phonics screening check passed</p> <p>Phonic knowledge is phase 5 for all pupil premium children in year one.</p>	£5,000
<p>Additional teacher to maintain, where ever possible, classes below 25 pupils and if not ensure additional support staff to enhance learning opportunities</p> <p><i>EEF + 8months self-regulation and metacognition</i></p> <p><i>EEF +4months small group tuition</i></p>	<p>Pupils are taught in classes which are less than national numbers.</p> <p>Building learning power strategies are built into every lesson.</p>	<p>Pupils have increased access to teacher and support time. Teacher have less pupils to focus on and are able to offer quality first teaching to the pupils.</p> <p>Pupils know how to be a good learner and what learning muscle they use.</p>	£38,953
<p>Employ a senior TA in all classes to ensure that children can work either in smaller groups or have additional support during mastery lessons. Same day intervention to ensure no learning lost.</p> <p><i>EEF +4 months small group tuition.</i></p> <p><i>EEF +8 months feedback</i></p>	<p>Pupils academic, personal and social, emotional support can be addressed.</p> <p>Verbal feedback to be tailored to individual pupils.</p>	<p>Pupil's outcomes can be specific and tailored to meet their personal needs.</p> <p>Pupils know how to improve through next steps.</p>	£3,800
<p>Employment of 8 seniors teaching assistants to provide additional extra clubs. Including</p>	<p>Pupils have free access to quality afterschool activities.</p>	<p>Equality of opportunities are accessible for pp pupils.</p>	£1,520

Phonics Powerful learners Cooking Funky fingers		Access for all pupil premium pupils to engage in an afterschool enrichment activity at least once over the academic year. Enrichment activities that pp pupils do not have access to.	
Support pupil access to extra-curricular opportunities including residential.	Pupils have access to out of school visits/theatre.	Pupils gain a greater understanding of opportunities raising aspirations.	£9,000
Provide real life experiences for pupils every half term through visits, visitors and enrichment activities to provide experiences to support the curriculum offered.	Planned visits and visitors, breakfast week, enrichment activities every half term to enable children to have the vocabulary and experience.	Pupil's vocabulary increases, pupils have the experiences to apply new learning across the curriculum areas.	£10,869
Deployment of TAs to ensure pupils reading expectations are being met. Homework being tracked Pupils access accelerated reader Tracking reading <i>EEF +3 months reading comprehension</i>	Senior TA every day to ensure homework is being tracked, reading is tracked and if pupils are not engaging then the TA hears them read.	Pupils accelerate with reading. Pupils develop reading skills. Pupils skills in maths, spelling and timetables are improved.	£3,800
Deployment of TAs to support small intervention groups to raise standards in reading, writing, spelling/phonics and maths. Pp pupils to read at end of school day to ensure they have the same opportunity. <i>EEF +4 months 1-1 tuition</i>	TAs to deliver the Words first/phonics red box targeted at pupils with low level phonic skills	Increase number of PPG. Pupils attain higher levels in line with current pupil achievement in literacy. Increase monitoring of reading progress.	£18,000
Deployment of Designated Safeguarding Lead and deputy safeguarding lead to monitor attendance and punctuality. Attendance action plan	DSL to monitor attendance and punctuality. Report to HT in order to address issues and improve attendance/	Improved attendance in order to impact upon raising attainment and improve progress year on year.	£2,000

<p>First day contact procedures carried out consistently.</p> <p><i>EEF +4 months social and emotional learning.</i></p>	<p>punctuality</p>	<p>Pupil premium pupil's attendance is 96% or above.</p>	
<p>Deputy safeguarding lead to ensure that Early Helps are established to support the most vulnerable pupils. Liaison with external partners and other professional.</p> <p><i>EEF +4 months social and emotional learning.</i></p>	<p>Pupils have stability.</p> <p>Pupils individual needs are met.</p>	<p>Improved outcomes.</p> <p>Parent support.</p> <p>Multi agency support for the child and family.</p>	
<p>Pupil premium children take on extra roles and responsibilities over the school day.</p> <p>Pupils have a voice and know what the strengths of the school are and what they want to make better.</p> <p><i>EEF +8 months self-regulation and meta cognition</i></p>	<p>To increase pupil premium pupils participation with additional responsibilities to develop leadership skills.</p> <p>Midday supervisors VIP Outdoor leaders Student leaders- working with the Governors.</p>	<p>Increase social skills and collaboration. Building self-esteem.</p> <p>Leadership skills are developed.</p> <p>Aspirations increased for future careers.</p>	<p>£5,000</p>

- School provided additional funding to support pupil premium children and their families. Funding from other areas is used to support the children in most need.

IMPACT OF PUPIL PREMIUM SPENDING 2017-18

The school's evaluation of its own performance is rigorous. Tracking of progress over

time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed after each check point. Data is gathered and input / follow up is put in place if an intervention is not having the desired impact.

In 2017-18, we will use a range of data to analyse impact of spending:

- End of EYFS data
- End of key stage 1
- Phonics outcomes
- Current Attainment and Progress Data, whole school, whole class, groups and needs.
- Safeguarding feedback
- Attendance and punctuality reports.
- Intervention analysis
- Outcomes of observations, work scrutiny's, learning walks
- Stakeholder feedback- meetings with pupil premium Governor.

