



When deciding on how we would spend our Pupil Premium Funding we looked at research evidence into what works. We audited our practice against the research document Supporting the attainment of disadvantaged pupils: articulating success and good practice (NFER November 2015) and developed our strategy to improve areas where we were not doing what the most successful schools do.

We then used our own data and evidence from the EEF toolkit to support our spending decisions. Our spending is focused on:

Strategy	EEF (how many months can be gained from this approach)	EEF effectiveness rating
Improving teaching and learning	+8	High
Mastery Learning	+5	Moderate
Behaviour and attendance	+4	Moderate
1st class in number	+4	Moderate
Feedback to children 1-1	+8	High
Small group tuition	+4	Moderate
Phonics interventions	+4	Moderate
Resources to enrich learning Trips visits and clubs	+2	Low- we are spending money here to support development of mastery learning and because barrier analysis linked a lack of real life learning experiences to weaknesses in vocabulary. We are using exciting experiences and hands on resources to help develop thinking skills which has a higher impact in the EEF materials
Vocabulary development	+5	Moderate