



Pupil Premium Statement 2015-16

What is the Pupil Premium?

The pupil premium is a Government initiative allocating funding to schools to support children who are eligible for free school meals. Research shows that some children from disadvantaged backgrounds underachieve when compared to children from non-disadvantaged backgrounds. The funding is provided in order to support these pupils in reaching their full potential and to close the attainment gap.

Who can access support from the Pupil Premium?

- Any child that has claimed free school meals at any point in the last 6 years
- Children Looked after
- Children from services families

How can it be spent?

We can decide how to spend the Pupil Premium for the benefit of our children. However we will be held to account on how we have used this funding and the impact that it has had. Guidance has been given by the Government on strategies which could be used to improve pupil's progress and attainment. We have taken this advice on board in developing our own strategy.

How much funding did the school receive last year?

Last year we had 44 eligible children out of the school roll of 258, and we were allocated £57,200 which represented £1300 per child. 17% of the school were eligible for this funding. We had no children receiving funding as Children looked after or as children of service families.

How has the Pupil Premium been spent?

We have spent our pupil premium in 3 main areas:-

- Providing **academic support** to raise attainment
- Providing **enrichment** to encourage aspirational learning and engagement in school life
- Providing **emotional support** to foster the resilience and self-confidence to be a life-long learner

Pupil Premium 2015-16	What we used our PP funding for	What impact does this have?
Academic	Speech and Language Therapist (partial funding)	A qualified Speech Therapist delivered speech programmes with pupils, liaised with their families and provided technical support for TAs who deliver speech and language work with individual pupils. All pupils met the targets set on individual speech programmes or have been given slots for further input.
	TA interventions	Funding was used to train and employ TA's to target intervention in the key areas of reading, phonics and maths. Phonics pass rate achieved by 75% of PP pupils Y1 and 70% of resitting Y2 87% Y6 pupils made expected progress at end of KS2 71% Y2 pupils reached expected levels at the end of KS1
	1:1/Small Group Tuition	A qualified teacher was employed for a day a week to work with all PP children who were identified as working below national expectations for reading, writing or maths. Pre-teaching and catch-up programmes were adopted for targeted objectives. All pupils had completed these by the end of the year and were either in-line (88%) with expectations or identified for further support (12%).
Emotional	Pastoral Mentor - specific need (partial funding)	Mentor has worked with individual children and families to develop a strong home/school relationship, address pupils individual needs (including bereavement counselling, anger management and mental health counselling) Pupil well-being surveys showed an increase in positivity after in-put. Families' feedback was positive and contact with school has increased.

	Pastoral Mentor - nurture/attendance (partial funding)	<p>Pastoral Mentor worked to support many parents and children. She has worked to encourage parents to come into school more often as well as running specific programmes, such as 1-2-3 magic behaviour support. She also contributed to our pupil premium children improving their attendance at school.</p> <p>Parents evening were well attended with all but one PP family attending all appointments. Average attendance for the non-pp was 97.2% with pp children was 94.1% (removing one child with persistence absence reduces this gap to only 1.2%)</p>
	Behaviour Support	<p>Specialist TAs worked to support a number of children with challenging behaviour during break and lunchtimes. The Hive provision has been established to work with these children to support their development and social skills.</p> <p>This reduced incidents of unacceptable behaviour, and helped pupils to understand and manage their emotions and behaviour. This support safeguarded children at risk of exclusion and led to the reintegration of some children who needed specialist support outside the classroom.</p>
	School Uniform	<p>All PP children are offered a standard uniform package annually to ensure they have the same uniform as their peers. Incidents of incorrect uniform reduced and pupils arriving a school smart and equipped for PE have been factors in increasing attendance.</p>
Enrichment	Music tuition	<p>Subsidised music tuition was provided so that some children in receipt of Pupil Premium were given the opportunity to learn to play an instrument. Pupils have completed graded exams, receiving certificates, some were entered in the local ensemble competition and all have performed at a school concert.</p>

	Extra-Curricular Clubs	This funding was used to help children access a range of extracurricular activities including sports, dancing, musical activities and educational visits. It enabled our PP children to access the wider curriculum in the same way as their peers. All PP children accessed at least one extra-curricular club offered at school. ALL PP children attended all trips associated with the curriculum.
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Who can I speak to about the Pupil Premium funding?

Mrs Griffiths is the senior leader responsible for Pupil Premium funding.

The Office staff can offer information and advice. Your child's class teacher will be able to explain how we are using the funding to support individual children, as will any member of the leadership team.

Statement of Intent - 2016-2017

We believe that amount of pupils eligible for Pupil Premium funding will remain roughly the same for 2016/17 as it was for 2015/16.

Funding will be allocate for the same priorities as recorded above. In addition we will be using PP money to fund or partial fund the following initiatives;

- Funding Reading Volunteers (training and implementation) to support between 6-10 PP pupils identified as not achieving Age Related Expectations (ARE) for reading.
- Further development of Pastoral Mentor training with regard to children's mental health well-being and early identification.

As in previous years the monies spent will be monitored and reviewed. Pupil well-being, attainment and progress will be used as a judgement of the success of any strategy.

Pupil Premium spending and policy is reviewed annually and will next be presented to Governors in July 2017.