

Pupil Premium Funding

We receive finance each year to support children that the Government classify as being disadvantaged. This is defined as children that are entitled to free school meals (FSM). The money has to be spent on closing the gap in standards between these children and others.

'The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for FSM and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.' (DFE 2012)

Objectives of the spending

To narrow the gap in terms of attainment for pupils in receipt of FSM.

To accelerate progress for pupils in receipt of FSM.

To broaden and enhance life experiences for all pupils.

Planned Expenditure April 2019– March 2020

Budget Allocation £88,240

Additional Staffing

Additional part-time teacher to support groups of pupils across school

Additional TA hours supporting children 1:1 / groups on personalised programmes

Additional teaching support for Phonics teaching for disadvantaged group

Family Support Worker and Learning Mentor to support families who may be affected by a variety of life's challenges

Resources

Speech and Language Support – Fly to the Moon Language Tree S&L service

Speech and Language Assessment/Screening of Reception pupils on entry to identify early any additional needs.

Subsidy of transport costs to enable more class trips to take place thus expanding on our pupils' experiences

Pupil Welfare

Resilience Work for Year 6 moving to high school

Counselling/bereavement support

Therapeutic Play Therapy

Subsidised Breakfast Club & After School Club Places

Subsidised Events

Subsidy of transport for school trips and visits.

Support towards transport costs to ensure affordability of trips by parents.

Subsidy of costs towards Year 6 residential trip

Subsidy towards uniform costs for very low income families

Impact

The impact of this funding will be measured using pupil welfare data; attendance data; achievement and progress data; speech and language reports; parent and pupil voice.

Previous Year's Expenditure

April 2017– March 2018

Budget Allocation £97,900

Additional Staffing

Additional part-time teacher to support groups of pupils across Y2, Y4 and Y6
Additional TA hours supporting children 1:1 / groups on personalised programmes
Additional teaching support for Phonics teaching for disadvantaged group
Family Support Worker and Learning Mentor to support families who may be affected by a variety of life's challenges

Resources

Speech and Language Support – Fly to the Moon Language Tree S&L service
Speech and Language Assessment/Screening of Reception pupils on entry to identify early any additional needs.
Subsidy of transport costs to enable more class trips to take place thus expanding on our pupils' experiences
Subsidy of school uniform items

Pupil Welfare

Resilience Work for Year 6 moving to high school
Counselling/bereavement support
Therapeutic Play Therapy
Subsidised Breakfast Club & After School Club Places

Subsidised Events

Subsidy of transport for school trips and visits.
Support towards transport costs to ensure affordability of trips by parents.
Subsidy of costs towards Year 6 residential trip
Subsidy towards uniform costs for very low income families

Impact

- Improvements to pupil attendance have seen overall levels of absence fall more in line with national average, (4.3%) following the implementation of a raft of school initiatives to promote full attendance. There have been no permanent exclusions since 2013/14 and a reduction in fixed term exclusions since 2015/16. This is the impact from establishing a very effective pastoral and family support system within school.
- The percentage of Year 6 pupil premium children achieving the expected level of attainment in Reading in Summer 2018 was 83% (non PP Reading 74%; whole cohort 78%), writing 67% (non PP Writing 74%; whole cohort 70%), maths 50% (non PP Maths 83%; whole cohort 68%) and Grammar Punctuation and Spelling 78% (non PP SPaG 78%; whole cohort 78%) Thus

PP children out-performed non-PP children in Reading but remains a concern within Maths and Writing. Pupil Premium children performed in line with non PP children in SPaG.

- Phonic assessment results % of pupil Working at the expected level 83% which is slightly higher National average
- Communication skills of pupils showed accelerated progress with a larger proportion of pupils being discharged from Speech and Language support earlier
- Increased confidence expressed in more vulnerable group approaching High School this year
- Experience broadened and confidence more evident in pupils after residential trips increased
- Families receiving additional family support and guidance express significant differences in home life; pupils demonstrate more settled approach to school life and are able to achieve