

Pupil Premium Report – June 2015

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. The Government believes that pupil premium is the best way to address the inequalities between children eligible for free school meals (FSM) and their peers. Therefore, an allocation of additional funding is provided to schools to support specific groups of children who are vulnerable to possible underachievement. Schools are free to decide how to allocate this funding to best support the raising of attainment for these children. Schools will receive funding for those children:

- who are eligible for FSM, or have been eligible at any time over the last 6 years [known as 'Ever 6 FSM']
- who are in care and have been 'looked after' continuously for more than 6 months.
- whose parents are serving in the armed forces.

We had 62 children who qualified for funding.

During the academic year 2014-2015, the pupil premium funding was £91, 531.38

It was used to provide the respective children with appropriate support to make the expected progress in their learning. The additional support included one or more of the following:

- Small group tuition to focus on areas of maths and English where particular support was needed
- Intervention for higher ability maths in Year 6
- Small focused intervention groups for Phonic development in KS1
- Language and communication development in small groups and individually in EYFS (Talk Boost/Radcliffe Cluster)
- Teaching assistants across the school receiving training in and then delivering targeted support for individuals in reading, writing and maths
- Personalised intervention programmes delivered using additional teaching assistant support in both academic and personal development aspects (IEP targets)
- Support provided through time in school and resources to ensure that homework could be accessed and completed to a high standard and consolidate learning undertaken within the classroom

How do we know if this is making a difference?

Progress of all pupils in school is tracked on a half-termly basis. We compare the progress of identified groups to ensure that they are making expected and in some cases, accelerated progress. The DFE publish our results in a report called RAISE online which analyses our school data, highlighting particular groups of children, which we also study and use to inform the teaching and grouping of individual children.

The primary purpose of this funding is to ensure that these groups of children are not educationally disadvantaged and therefore the funding is used to close any learning gaps, so that children can maintain and make accelerated progress and achieve as well as their peers. During half termly Pupil Progress meetings each class teacher comments on the progress and current data-set for their class, in reading, writing (including SPaG) and mathematics. At these meetings the pupils in the identified groups are a particular focus. Interventions are discussed and the impact of them evaluated to ensure that the children make good progress and achieve age-related expectations at the end of the year.

Whole school development of English and Mathematics training for staff has led to all staff benefitting from their learning and therefore having a wider impact on pupils.