

## **Pupil premium funding**

The Pupil Premium was introduced in April 2011 and paid to local authorities by a grant based on the January census figures for pupils registered as eligible for free school meals (FSM) in Reception to Year 11. It is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. Currently, for each FSM pupil and looked after child, a school receives £900. From September 2012, schools have been required to publish online information about how they have used the Premium and the impact it has had. This is to ensure that parents and others are fully aware of the attainment of pupils covered by the Premium. This information should include:

1. The level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years,
2. How the school has spent the pupil premium and why it has decided to spend it in the way it has,
3. Any differences made to the learning and progress of pupils eligible for the pupil premium as shown by performance data and evidence.

*The Department for Education website states:*

- The Pupil Premium is allocated to all children eligible for free school meals at any point in the past 6 years and children who have been looked after for 1 day or more, are adopted or leave care under a Special Guardianship Order or a Residence Order
- 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 free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit, however they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. Schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

<p><b>2014/15</b></p>	<p>43,200</p> <p>SENCo release - £7000</p> <p>Release for Assistant Headteacher £14000</p> <p>Funding for trips/ clubs - £500 *e</p> <p>Training for staff – £1800</p> <p>Leadership Training £500</p> <p>Educational psychologist x 5– £1275</p> <p>ELSA interventions – £2441.70</p> <p>Small group/ 1-1 interventions - £3517.56</p>	<p>Currently 20 pupils qualify under the criteria for pupil premium</p> <p>Completes monitoring of provision (planning and assessment) and works with small groups, including PPF children who are G&amp;T or SEN</p> <p>Use of the assistant head to champion Pupil Premium children through overseeing targeted progress groups across the school., data analysis fed back to staff when they are planning, coaching within classrooms to ensure quality first teaching and precise support for PP and all vulnerable children.</p> <p>Including Minstead residential, swimming, Woodmill trip</p> <p>HIAS training for senior leaders to improve school provision</p> <p>Middle Leadership Development Programme</p> <p>Assessments and support for SEN PPF pupil</p> <p>For pupils with emotional needs to ensure they are able to function in class</p> <p>Extra phonics, maths, speech and language for EAL pupils</p>	<p>Now 17 pupils due to changes in cohorts</p> <p>SENCO working in classes alongside class teachers and TAs to ensure quality first teaching and that all interventions are appropriate and rigorous.</p> <p><b>Year R</b> Twice the amount of PPG children achieved GLD than last year. (50%)</p> <p><b>Year 1</b> 70% achieved ARE in reading, 50% in writing and maths</p> <p><b>Year 2</b> 100% achieved ARE in reading, 50% in writing and maths. Greater progress was made in comparison to last year.</p> <p>6 points of progress made in Reading, Writing and Maths to date = exceptional progress.</p> <p>EAL progress – Year 1 EAL made 6 points of progress across core subjects to reach ARE+. Year 2 EAL made 4.5 points in reading and maths and 3.5 in writing to reach 50% ARE in reading and</p>
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