



Autumn Term 2016

## Pupil Premium

In 2011-12 the Government launched its Pupil Premium funding. This money is allocated to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). In 2012-13, it was expanded to include all children who have been eligible for FSM within the last 6 years.

### Allocation

This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. In 2015-16 the school received £52,855 of Pupil Premium Funding. This money was used to help provide for the following provision:

One to One and One to Two Tuition and Booster groups	This initiative supports children to reach their full potential in Mathematics and English. Support is delivered either during the school day or after school/holiday times.
Intervention programmes	We run a wide range of intervention programmes across the school to support and accelerate progress in English, mathematics and social and emotional skills.
Subsidising extra curricular activities	We subsidise school trips, such as the Y6 residential trip and day trips, to enhance the curriculum, ensure all children are able to participate and have the opportunity to experience new and challenging activities. We also subsidise swimming lessons and places for children at after school clubs every term.
Learning Through Movement	Our qualified movement specialist supports children to develop their listening skills, focus, self-control, confidence, and teamwork skills.
Counselling and 1:1 learning mentor support	We provide specialist services tailored to meet the individual needs of the pupils, providing the opportunity to be heard and building resilience, self-esteem and confidence.
Family support worker	Providing support to parents on a variety of issues including parenting support and access to external services.

### Barriers

Our children come predominantly from the surrounding neighbourhood and reflect the ethnic diversity of the community we serve. The number of pupils from minority ethnic groups (51%) and pupils with EAL (42%) is significantly above the national average. Our pupils may start school with lower than average attainment and this can be coupled with limited language development and less well developed social skills. They may also have emotional and behavioural needs as well as academic ones that we need to support them to overcome.

### Approaches and rationale

We have adopted a range of strategies to overcoming these difficulties which we have developed and refined over time so they now are embedded across the school. Sessions are offered every day to individuals and small groups across the school in reading, writing and maths support as well as interventions to meet emotional, social and behavioural needs. A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is always afforded to these pupils. Our real strength however comes from working as a team to get to know each child as an individual and build a relationship with that child and their wider family.

We then begin to deliver exactly what strategy each child needs to help them at that point in their education, acknowledging that the strategies and support will continually change over time. We recognise that often children may initially need help to meet social and emotional needs before they are ready to learn and progress academically. We can offer counselling, 1:1 mentors, small social groups and behavioural support at this point. It is only when these needs have been acknowledged and supported can the children become fully receptive to the range of academic support we can offer.

We fully recognise the language needs of many of our children and their families and work with external partners to deliver 2 English classes for adults across each week, supporting with the provision of a bilingual teaching assistant and a crèche to remove any barriers to recruitment and attendance at these sessions. This can help parents by giving them both the language and confidence they need to become engaged in their child's learning and the ability to start supporting them at home.

Another strategy has been to support children in engaging in the wider aspects of school life – the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges at a residential centre can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

### **Impact of funding**

Over the years of the pupil premium funding being available we can see the evidence on both the well-being and social development of the children as well as through improved academic results.

We monitor the impact through data analysis, observations in class, monitoring of interventions and pupil voice. From this monitoring we ensure that we deliver the right targeted support in a sequential manner so that we don't overload the children. Our whole school overview tracks to ensure that no child is overlooked but also that no child is receiving too much support at any one time which can become confusing and counter-productive. In this case we have to prioritise the main need but continually revisit and adapt and adjust support every half term. Our regular pupil progress reviews will focus on delivery of support to those children in receipt of pupil premium funding. We track academic progress carefully but also discuss the wider needs and evaluate the impact of all strategies we have delivered.

Every teacher also has regular timetabled sessions with the Special Educational Needs Co-ordinator to talk through the specific requirement of the children, identifying smart targets for them and what support is required to help the child achieve these. Many of our children who are eligible for pupil premium funding may also have a special educational need.

At the end of Key Stage 2 in 2015 pupils eligible for Pupil Premium made good progress in Reading, Writing and Maths. All pupils made at least two levels of progress or better in Reading, Writing and Maths. In 2016 disadvantaged pupils in Year 2 met the expected standard in all areas. In Key Stage 2 in reading, disadvantaged pupils made slightly more progress from key stage 1 to key stage 2 in reading than others nationally although less in writing and mathematics. There is no statistical significance to this due to the small numbers of pupils in the disadvantaged group from each starting point.

The school was named as a finalist in the Pupil Premium Awards in 2016 in recognition of the key stage 2 results and progress. In a letter from Sam Gyimah MP, Parliamentary Under Secretary of State for Childcare and Education, it was noted that the school 'excels in educating disadvantaged pupils and improving their outcomes.'

In 2016-17 the school will receive £52,528 of Pupil Premium Funding. This funding is being used to help provide for the initiatives above and other initiatives/provision including Peer Mediator Training, Teaching Assistant and Bilingual Teaching Assistant Support and EMAG teacher support.

### **Date of next review**

Although support is adapted each term the next overall review of pupil premium funding will be completed in June 2017, in order to inform decisions over provision before the start of the next academic year.