

Pupil Premium

In 2011-12 the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to schools to be used for children from low-income families who are eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012 Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years. In the 2015/2016, 2016/2017 and 2017/18 financial years schools also receive funding for pupils who have left local authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. Children who have been in local authority care for one day or more (Looked-after children) also attract funding. These funds go to the virtual school head (VSH) in the local authority and schools receive funding from the VSH.

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.

This money is allocated to initiatives and interventions to ensure support for the children so that they reach their full potential.

We have the highest expectations for all our pupils. We assess, track, monitor and evaluate the progress of each individual child and this informs our provision.

At Sheredes Primary we take into account the following factors when deciding how to spend Pupil Premium funding:

- **How to adapt high quality whole class teaching to meet the needs of those eligible for Premium funding and all pupils.**
- **How to identify the right provision for Pupil Premium pupils: what is effective for one pupil, might not be so effective for another.**
- **How to ensure that the Pupil Premium pupils have the opportunity to apply and consolidate what they have learnt in group and individual tuition.**
- **How to enhance provision if the pupil also has special education needs or disabilities (SEN/D)**
- **How to train teachers and teaching assistants so that the needs of those eligible for the Pupil Premium, and all pupils, are met.**
- **How to engage with parents so that school and home can work together to meet needs.**
- **How to support pupils to ensure they fully participate in all that the school can offer**
- **How to use research findings which show relative effectiveness of different interventions.**

Our school won government Pupil Premium Awards in March 2015 and February 2016 for the excellent outcomes of our pupils in receipt of the pupil premium.

2014-2015

The school received £50,700. The funds were used to help provide for the following initiatives, alongside high quality class teaching, according to need:

- Targeted teaching by support teachers in English and mathematics.
- Precision teaching and high profile in class support by teaching assistants in English and in mathematics.
- One to One and small group tuition.
- Support with speech and language.
- Mentoring by teacher to further develop social skills.
- Support with the cost of school trips and extra-curricular activities.

Impact

- At the end of Key Stage 2 all pupils achieved or exceeded the expected progress in writing and mathematics, and *almost all in reading. *The one exception reached age related attainment. A number of pupils made 3 levels of progress from the end of Key Stage 1 in reading, writing and mathematics. Two pupils made 4 levels of progress in reading.
- All pupils achieved or exceeded age related attainment in reading, and *almost all in writing and mathematics. The one exception in mathematics and the two exceptions in writing made two or more levels progress from Key Stage 1.
- At the end of Key Stage 1 all pupils achieved or exceeded the expected progress in reading, writing and mathematics. All pupils achieved or exceeded age related attainment.
- July 2015 assessments across the school indicate nearly all pupils are on track to achieve or exceed age related attainment by the end of Key Stage 1 and 2.
- Increased engagement with learning (e.g. from discussions with pupil and pupil interactions during feedback and marking).
- Increased self-esteem and increased ability to work as part of a team.

2015-2016

The school received £70,797. The funds were used to help provide for the following initiatives, alongside high quality class teaching, according to need:

- Targeted teaching by support teachers in English and mathematics, and selected other subjects.
- Precision teaching and high profile in class support by teaching assistants in English and in mathematics.
- One to One and small group tuition.
- Support with speech and language.
- Mentoring by teacher to further develop social skills, and independent learning skills.
- Support with the development of gross motor skills.
- Play therapy by trained counsellor to develop personal and social skills.
- Support with the cost of school trips and extra-curricular activities.

Impact

- **At the end of Key Stage 2** all pupils achieved or exceeded the expected **progress** in reading, writing and mathematics. All pupils **attained** the expected standard in reading, writing and mathematics, and five pupils were working at Greater Depth in writing.
- **At the end of Key Stage 1** all pupils achieved or exceeded the expected **progress** in reading, writing and mathematics. All pupils **attained** the expected standard in reading, writing and mathematics, and two were working at Greater Depth in reading and writing, and three were working at Greater Depth in mathematics.
- July 2016 assessments across the school indicate **all pupils made good or better progress, with many making very strong progress**, and nearly all pupils are on track to achieve or exceed age related attainment by the end of Key Stage 1 and 2.
- **Increased engagement with learning** (e.g. from discussions with pupil and pupil interactions during feedback and marking).
- **Increased self-esteem and increased ability to work as part of a team.**

2016-2017

The school received £60,330. The main barriers to educational achievement faced by eligible pupils were learning difficulties in reading, writing and mathematics, speech and language difficulties, attention and concentration and social and emotional difficulties.

In addition to high quality class teaching, the funds were used in the following ways to address these barriers and maximise each pupil's progress and attainment:

- Targeted teaching by support teachers in English and mathematics, and selected other subjects, to help pupils reach their full potential in those subjects.
- Precision teaching and high profile in class support by teaching assistants in English and in mathematics.
- One to One and small group tuition.
- Support with speech and language by specialists.
- Mentoring by SENCO to further develop social skills.
- Play therapy to support personal development and social skills.
- Support with the cost of extra-curricular activities and school trips.

On-going monitoring and assessment of each pupil's progress through regular pupil progress meetings measured the impact of the use of the funds, and support was adapted accordingly so that all pupils made the best possible progress.

Impact

- **At the end of Key Stage 2** all pupils achieved or exceeded the expected **progress** in reading, grammar, punctuation and spelling, and mathematics, and **almost all* in writing. **The one exception reached age related attainment.* All pupils **attained** the expected standard in reading, grammar, punctuation and spelling, mathematics, and writing, and two pupils were working at Greater Depth in writing.
- **At the end of Key Stage 1** all pupils achieved or exceeded the expected **progress** in reading, writing and mathematics. **Almost all pupils attained the expected standard in reading, writing and mathematics and one was working at Greater Depth in reading. *The one exception in writing and the one exception in reading made good progress.*

- **At the end of Foundation Stage** all pupils achieved or exceeded the expected progress and achieved a Good Level of Development (GLD).
- July 2017 assessments across the school in Years 1, 3, 4 and 5 indicate **all pupils made good or better progress, with many making very strong progress**, and nearly all pupils are on track to achieve or exceed age related attainment by the end of Key Stage 1 and 2.
- **Increased engagement with learning** (e.g. from discussions with pupil and pupil interactions during feedback and marking).
- **Increased self-esteem and increased ability to work as part of a team.**

2017-2018

The school has received £49960. We monitor pupil progress very closely, and will adapt our plans according to each pupil's needs over the year.

The main barriers to educational achievement faced by eligible pupils are learning difficulties in reading, writing and mathematics, attention and concentration and social and emotional difficulties.

In addition to high quality class teaching, the funds are being used in the following ways to address these barriers and maximise each pupil's progress and attainment:

- Targeted teaching by support teachers in English and mathematics, and selected other subjects, to help pupils reach their full potential in those subjects.
- Precision teaching and high profile in class support by teachers and teaching assistants in English and in mathematics.
- One to One and small group tuition.
- Booster teaching in English and mathematics by teachers.
- Mentoring by SENCO to further develop social skills.
- Play therapy to support personal development and social skills.
- Support with the cost of extra-curricular activities and school trips.

On-going monitoring and assessment of each pupil's progress through regular pupil progress meetings measures the impact of the use of the funds, and support is adapted accordingly so that all pupils make the best possible progress.

We will keep you updated with regards to our plans, and their impact on attainment and progress, on this page. The next review of our strategy will be January 2018.