

# Pupil Premium Report - June 2015

The Pupil Premium is an allocation of additional funding 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. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM) & those eligible in the last 6 years
- Looked after children
- Armed forces children

## Objectives

- To ensure all pupils are closer to age related expectations in Reading, Writing and Mathematics
- To raise pupil progress to at least expected or better in Reading, Writing and Mathematics
- To increase opportunities for pupils who face significant barriers to achievement

In 2014-2015, the pupil premium funding was £26000. It was used to provide eligible children with appropriate support to make the expected progress in their learning. The additional support included one or more of the following:

- Teacher led focused groups to support Phonic Development in KS1;
- Intervention for Higher Ability Mathematics, Reading & Writing in Y6;
- Targeted support and intervention in Reading and Mathematics by teaching assistants across the school;
- Additional Teaching Assistant support to deliver personalised intervention programmes.

## How do we know if this is making a difference?

We track the progress of all of our pupils in school on a half-termly basis and we compare the progress of identified groups to ensure they are making expected and accelerated progress. The DFE also publish our results in a report called RAISE online which analyses our school data. The primary purpose of this funding is to ensure that these groups of children are not educationally disadvantaged and therefore all funding will be used to close any learning gaps so that children can make accelerated progress and achieve as well as their peers.

## Pupil Progress Meetings

We will continue to hold half-termly data analysis and feedback meetings for each class regarding the progress of each child in reading, writing and Maths. These meetings will be used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year.

Examples of Impact in 2014/15 include:

- Overall identified pupils in KS1 performed above their peers in Mathematics, in line with their peers overall, but were slightly below their peers in Reading and Writing;
- Overall identified pupils are more secure in basic skills particularly in Calculation and in Reading development;
- In KS2 the pupils performed slightly below their peers in all subjects; but closed the gap significantly over time making good progress.