



Pupil Premium Strategy 2015-16

The Pupil Premium Funding was introduced by the Government in April 2011.

In the financial year 2013–14, individual schools were allocated funding for children from low-income families who were eligible for Free School Meals, those who had been entitled to free school meals in the last 6 years (EV6), Looked After Children and those from families with parents in the Armed Forces.

The Government decided that eligibility for the Pupil Premium in 2014-15 would be extended to pupils who have been subject to a residency order or been adopted after being in care since 2005.

In line with our Pupil Premium Policy, funds were allocated to facilitate access to education and the curriculum, provide additional teaching and learning opportunities and additional support. Our aim is to narrow the gap between Pupil Premium pupils and their peers.

Main barriers to educational achievement

As we have so few children identified for the Pupil Premium we believe it would be inappropriate to comment on barriers to achievement as this could identify individual children.

We were allocated **£25,660** for the financial year 2015-16.

Focussed intervention and Support: £ £24,000

School Leadership and Governors identified the need for greater focused intervention for academic areas.

Additional teacher time and TA time provided additional targeted support for academic, social and emotional needs through mentoring, nurture groups, learning mentor and basic skills support. This also ensured our KS2 children could be taught in three smaller classes during the morning.

Contributions for Educational Visits: £1,660

The Leadership Team wanted to ensure that every child entitled to Pupil Premium was able to access educational visits.

Impact of Pupil Premium Funding for 2015-2016

End of KS2 July 2016 2 Y6 children (50% each child)

- 0% achieved expected standard in maths
- 0% achieved expected standard in reading
- 50% achieved expected standard in writing
- 50% achieved expected standard in GPS
- 0% achieved greater depth in maths, reading, writing Or GPS

- 0% made at least expected progress in maths, reading and writing
- 0% made more than expected progress in maths, reading and writing

Progress across school

School Self Evaluation indicates that progress for this group is generally good across the school because additional adults provide appropriate effective support and intervention. We track each child as an individual rather than a group as there are so few children:

- Maths – making expected progress is in line with school
- Reading - making expected progress is in line school
- Writing - making expected progress is in line school

Developments

2016-2017 Pupil Premium Funding will be directed towards ensuring that pupils continue to make at least expected progress in reading, writing and maths.