

## Pupil Premium

The Pupil Premium is additional funding allocated to schools to raise the attainment of disadvantaged pupils and to diminish the distance between them and their peers.

Schools, whilst free to spend the funding as they see fit, are held accountable for how they have used Pupil Premium funding. Schools are required to publish this information and this will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

In 2015/16 Trumps Green Infant School received £22,220 for Pupil Premium.

The funding was used to improve literacy, maths and life skills as detailed in the following table.

Activities	Objective	Outcomes
<b>Tracks Literacy</b> Individual learning within a group of 4 pupils.	To improve confidence in literacy and develop enjoyment of reading and writing.  To accelerate reading, writing and spelling learning in order to attain the expected level of attainment for Key Stage 1.	Pupil Premium Pupils have increased confidence and enjoyment in literacy and maths.  83% of our disadvantaged pupils attained expected standards or above in reading, writing and maths.
<b>Tracking</b>	To ensure all pupils are making expected progress and interventions are in place to accelerate this if not.	All disadvantaged pupils across the school were tracked termly and meetings held with the class teachers and SENCo. Appropriate interventions were put in place if the rate of progress or attainment was below expected levels. For gifted disadvantaged pupils, or those making expected progress, but could accelerate further in order to attain their full potential, additional support is also provided.
<b>Small group additional support</b>	To accelerate learning through a personalised literacy curriculum differentiated by an additional teacher. Daily sessions twice weekly for a small group, increased to three times weekly from February. Clicker 6 software was utilised to support writing.	83% of our disadvantaged pupils attained expected standards or above in reading, writing and maths.
<b>Social skills development</b>	To develop social skills and emotional awareness. The ELSA trained TA worked with individuals and groups.	Self-esteem was raised and friendships and social communication skills strengthened. The Home School Link worker was referred to where appropriate.
<b>Extra-curricular activities</b>	To develop confidence and provide access to extra-curricular activities through subsidised after-school clubs, school visits and swimming lessons.	Skills were developed further and confidence was enhanced. All Pupil Premium pupils were offered free access to two after school clubs, with 53% uptake. The cost of swimming lessons was provided.

In 2016/17 Pupil Premium funding will be £20,440.

The RAISEonline definition of disadvantaged pupils is one or more of the following

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for one day or more:or
- Adopted from care.

Funding is received for each child registered as eligible for free school meals at any point in the last six years and includes pupils who have left the local authority care because of one of the following – adoption, special guardianship, child arrangement orders or a residence order and service children.

Funding will be used as in previous years to support additional teaching assistant time, additional learning support teacher time and extra-curricular activities.

Funding for pupils who are looked after and in care, will be allocated on an individual basis and spending directed through a Personal Education Plan (PEP), approved by the Virtual School.

**Main barriers to educational achievement faced by eligible pupils at the school.**

- Socio-economic factors
- Reduced or low self esteem
- Increasing frequency of movement across different schools
- Social, emotional or mental health needs

**Pupil Premium spending to address barriers and reasons.**

- Access to extra-curricular enrichment activities by being offered a funded after school club per term
- Entitlement to funded swimming lessons in the summer term and school visits throughout the year
- ELSA support to raise self-esteem and positive perception of self as a learner
- Monitoring of all disadvantaged pupils to ensure progress is at least equal to that of their peers
- Interventions and ICT programmes for literacy and numeracy to accelerate learning for those making reduced progress or those who are not on target to attain expected outcomes
- Interventions in literacy or numeracy to accelerate learning for those who are making expected progress or achieving expected attainment, but have the potential to accelerate further
- Opportunities to share and value experiences from home life within the class
- Referrals to or involvement with CAMHS or the Home School Link Worker
- Opportunities to share additional achievements for those who are gifted or talented
- Ambitious attainment targets are set
- Individual approach to meet each pupil's needs
- Friendship buddies
- Reflection of pupil diversity within the learning environment

**Reasons for this approach**

- Increased feeling of inclusion and equal access to opportunities
- Individual needs will be addressed
- Opportunities for accelerated learning will be facilitated
- Self-esteem will be raised, increasing the potential to learn
- Learning needs or gaps will be identified and addressed
- Pupils will be supported to make friends quickly, integrating fully and therefore accelerating readiness to learn

**Measuring the impact of Pupil Premium**

Through progress and attainment tracking of individual pupils we aim for all Pupil Premium pupils to be making at least the same progress as their peers, with expectation and attainment to be at least in line with National Average.

**Impact of expenditure on eligible and other pupils**

Interventions will benefit eligible and other pupils whose needs are identified and qualify for the additional learning support. All pupils are monitored rigorously in terms of progress and attainment, with barriers to their learning identified and addressed, with the aim of improving outcomes for all.