

## Pupil Premium

### What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals (FSM) those who are Looked After Children (LAC) and those who are from service families. This is because the DfE has recognised that a good education is the key to improving young people's life chances. Addressing the disparity between rich and poor pupils is a top priority and the Pupil Premium for free school meals will provide additional funding specifically linked to the objective of boosting pupils' attainment.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE have agreed that it is for schools to decide how the Pupil Premium is spent. We are best placed to assess what additional provision should be made for the individual pupils within the school.

### How much pupil premium money does our school get?

Funding received to Support children in receipt of Free School Meals – 2013/14 financial year	£23,825 for 32 pupils
Funding received to Support children in receipt of Free School Meals 2014/15 financial year	£39,000 for 30 pupils (funding has increased per pupil)
Funding received to support pupils with parents serving in the Armed Forces 2013/14 financial year	£24,600 for 82 pupils
Funding received to support pupils with parents serving in the Armed Forces 2014/15 financial year	£ 24,900 for 83 pupils (funding increased per pupil)

## **Pupil Premium at Ranvilles Junior School**

At Ranvilles Junior School, we believe in all pupils achieving their very best. We strive to ensure that all children attain well and make good progress. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making good progress and help us to plan and implement effective, personalised intervention strategies.

We track the progress of all children regularly as part of our rigorous assessment for learning process. This enables us to monitor progress and identify if any of our children are underperforming. If additional support is required, this is focused on academic or pastoral learning as appropriate. Evaluative Impact Statements assess the impact of provision and propose changes.

We invite parents with pupils in receipt of pupil premiums to work in partnership with us to help identify how they wish their child to be supported. This information is established and shared through a questionnaire and regular opportunities to meet with key staff. We value developing social, emotional and academic skills to ensure all the needs of pupils are met and have an internal system called STARS to support communication and understanding through a common language. All children in receipt of the pupil premium have an individual profile to identify the specific additional provision they receive to support them as learners.

### **How is it spent?**

Cost to employ lead practitioners 2013/14 financial year	£36,553,23
Cost to employ lead practitioners 2014/15 financial year	£38,269.38
Cost of staff training to support teaching and learning	£779
Cost of school trip to HMS Victory	£771

We ensure the appropriate provision is planned for. Below is a summary of the range of activities and interventions that the Pupil Premium has funded. This includes some new and discrete activities and interventions that we know support pupil progress and attainment. Some intervention strategies use the expertise of our Teaching Assistants (TAs), many of whom have had specialist training.

### **Activities:**

- Additional TA help in class, either 1:1 support or additional support as part of a smaller group (Wave 2 support)
- SENCO time to implement individualised programmes of work
- Small group support for specific areas including spelling, handwriting, reading (Wave 2 support)
- Teacher led booster groups for reading, writing or maths (Wave 2 support)
- Emotional Support involving pupils working in small groups, understanding and coping with the feelings of themselves and others, as well as developing high self-esteem
- Fostering and developing talents in small groups to develop self-esteem
- ICT initiatives to support and extend learning
- Investment in programmes such as Rapid Reader, Rapid Writer and Rapid Maths to accelerate progress
- Pastoral skills being used effectively through FEIP programmes
- Precision teaching for particular pupils
- Supporting pupils with activities –school trips, after school clubs etc.
- Lead professionals work in close partnership with colleagues to sustain high quality teaching and learning

### **Impact of Pupil Premium (2012-1013)**

Pupils supported at School Action (SA) have an Average Point Score (APS) above National data for all subjects and pupils supported at School Action+ (SA+) have an APS above national data in Maths. The SA+ pupils (4 children) achieved a group APS score that fell below NA in Reading and Writing, however three of these pupils made exceptional progress in reading, writing and English overall, adding 7, 8 or 9

sub levels of progress. Only one pupil failed to make expected progress, adding 5sl in all subjects.

Narrowing the gaps trend analysis identifies significant improvements in the percentages of FSM pupils achieving expected progress in all subjects. Low KS1 APS of FSM pupils have been eliminated and FSM pupils now make above average achievements.

Forces pupils' achieve well. APS for forces pupils exceeds average cohort APS in all subjects. Their attainment at L4+ was above the NA in all subjects. Forces pupils achievements at L4+ were in line with the rest of the Y6 cohort in Maths and 5% below in English. At L5+, forces pupils exceeded both the national and school cohort data for both Maths and English. L5+ attainment in Maths for this group was significantly above average validating effective use of pupil premium.

### **How will parents recognise the impact?**

- Individual education plans will identify and measure key milestones and be shared with parents
- End of year reports will specify academic levels and compare results to age-related expectations
- Individual counselling sessions will support pupils to develop in confidence to enable them to articulate their thoughts and feelings
- Weekly opportunities to meet with a key staff member will facilitate opportunities to share evidence
- Scheduled opportunities to showcase and share learning to date will highlight achievements