



“making a difference for every child”

Use of Pupil Premium 2015 – 2016

What is Pupil Premium?

The Government allocates additional funding to schools for specific groups of children in the form of a pupil premium. Children who fall into four groups are eligible for this funding:

- Children who are in receipt of FSM (free school meals – not to be confused with the Universal free School Meals which every Infant child is entitled to)
- Children of service families
- Children adopted from care after December 2005
- Children in Care

The pupil premium was introduced in April 2011 and the government believes that this funding, which is additional to the main school budget, is the best way to address the current underlying inequalities between these groups of children and their peers. Schools are free to decide how the pupil premium is spent, since it is recognised that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

As from September 2012, schools have been required to publish online information about how they had used the premium and the impact it has had. This is to ensure that parents and others are fully aware of the attainment of pupils covered by the premium.

The amount allocated for 2015-16 were £1320 per pupil identified as meeting the FSM entitlement in the last 6 years, £1900 per pupil adopted from care and £300 per pupil who has had a parent in the services within the last 4 years.

Allocation of Pupil Premium 2015/16

	Children eligible for Free School Meals in the last 6 years	Service children	Children adopted from care	Children in care
Number	6	2	3	0
Funding Allocation	£7920	£600	£5700	£0

Guiding Principles

At Sheet Primary school, we aim to “make a difference to every child”. We provide a nurturing and challenging environment, that enables children to blossom. We acknowledge that those children within our school who are eligible for Pupil Premium funding, should be encouraged and monitored especially closely, to ensure that they flourish. We also acknowledge that children in receipt of Pupil Premium funding may be identified on other listings, for example, the Special Education Needs register; the High achievers register.

Procedures:

- **Each year a list of those pupils who are in receipt of pupil premium funding is produced.**
- **The inclusion manager makes sure that all staff are aware of the children with in their class.**
- **The inclusion manager regularly meets with the children individually to discuss their well being in school.**
- **As a school we track the progress of all of our children. The inclusion manager regularly meets with class teachers to discuss vulnerable groups including those in receipt of pupil premium, to discuss progress made.**

- **Interventions are put in place where needed, to accelerate learning.**
- **Additional resources are purchased in line with the individual needs of the children.**
- **Funding for other activities to enrich the pupil's experience, is decided on an individual basis. This could be out of school clubs, music lessons, residential trips etc.**
- **Regular meetings are held with parents to discuss how the money has been spent.**
- **What the money is used for will often change from year to year according to the needs of the individual.**

The chart below shows our plan for the year 2015-2016

Expenditure	Beneficiaries	Reason	Expected Impact	Actual impact
Additional Teaching Assistant Support. Increase in the numbers of TAs available to support the targeted learning	Disadvantaged Pupils in R-Y6	Focused planned Literacy/Numeracy Support for groups and individuals Intervention programmes e.g	Accelerated rate of progress through adult support evidenced through expected progress data and End of year age related expectations.	
Additional Hours for Inclusion Manager	Disadvantaged Pupils in R -Y6	To monitor performance of disadvantaged pupils and support on a case by case basis To support teaching and learning in the classroom	Progress is monitored and reviewed rigorously Pupils make better than expected progress from their starting points	
Booster Groups in upper Key Stage 2 Year 6	Y5 and Y6 pupils at borderlines to achievement	To give the individual support needed to attain end of Key Stage 1 and 2 targets	Pupils make better than the expected rate of progress from their starting points. Pupil confidence increases .	
Contribution towards the cost of school visits, sporting events, music, before and after school clubs and special curricular events.	All Disadvantaged Pupils	To meet the social, emotional, moral and spiritual needs of children To give access to a range of curricular activities which broaden their life experiences and knowledge and understanding of the world	Children will expand their knowledge and views of the world and develop as well rounded adults.	
1:1 maths Tuition	Disadvantaged pupils who are below age	To give the individual support needed to attain age related	Pupils make better than the expected rate of progress from	

	related expectations/slow rate of progress	expectations and accelerate progress	their starting points Pupil confidence increases	
Emotional Literacy Support Assistant including CPD costs	Support given throughout the school where necessary	To monitor attendance and provide support to improve attendance. To provide behaviour support for children and their families when required. To meet children and families social and emotional needs.	Parents and children feel supported in times of crisis or unrest. Children have a designated point of contact in school as well as their teacher.	
STEM training	All pupils	To strengthen children's interest and confidence in pursuing STEM education and careers.	Children's knowledge of aspirations towards STEM career opportunities improves. Children's skills in group work, problem solving and creative investigations increase.	
French Lessons for KS1	All KS1 disadvantaged pupils			