

## St Leonard's CE Primary School September 2016

### Use of Pupil Premium 2016-2017

**Background:**

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who come from Services families. From 2012-13 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

This funding now also includes any child who was looked after immediately before being adopted on, or after, 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being Looked after.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we were required to publish online information about how we have used the Premium. 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.

**Number of Pupils eligible under Pupil Premium:**

Ever 6 = 53

Service Children = 7

Children adopted from care ( post LAC) = 4

**Pupil Premium received:** £79,660

**Planned Spending:**

- 1) Maintain current level of Support staff deployed to support interventions. Interventions are planned and delivered according to pupil need and are delivered to the target group, or 1 to 1, regularly throughout each week.
- 2) Employed a part-time teacher to work on a 1 to 1 basis and with small groups of vulnerable children
- 3) Specific individual spending allocated on a needs basis per child e.g. cost of clubs; specific resources needed to access learning; trips etc
- 4) Subscriptions to Professional Services that come into school and work with vulnerable children in small groups and/or 1 to 1.
- 5) Employing staff to plan, prepare and deliver Treasure Gym ( occupational therapy group) before school

**Desired Impact:**

Teaching assistants are used effectively to meet the needs of under-achieving pupils in the target group in order to accelerate pupil progress in writing, reading and maths.

Increased ability and understanding across target group for pupils to ensure at least expected progress by the end of KS 2

Accelerated progress for all vulnerable children

Access to extra-curricular activities to promote self-esteem, health and enjoyment

**Actual Impact:**

End of Key Stage Assessments :

KS 1 – 100% of children exceeded the expected standard in all areas; 100% of children made very good/ accelerated progress

KS 2 – 92% of the children achieved the expected standard for reading; 83% for maths and 58% for writing. Those children not achieving the standard were 1 mark away or had special needs. 100% of the children made good/accelerated progress.

Teaching Assistants were employed effectively to enable the Class Teachers to give 1 to 1 support where needed and 1 to 1 feedback on how to improve. Targeted intervention work was very effective in accelerating progress, in every area, for all vulnerable children across the school as well as at the end of each Key Stage.

The part-time Teacher was employed effectively to support children on a 1 to 1, or small group basis, to support accelerated progress with calculation and grammar.

Progress for this group of children was very good consistently across the school.