

The Pupil Premium

What is it? The Pupil Premium is additional school funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. The Pupil Premium is allocated to children whose parent is receiving one of the welfare benefits listed on the flyer below. Registering for Pupil Premium could raise up to **£1,300**. This premium is allocated to schools to work with pupils who have been registered for a free school meal at any point in the last six years (known as 'Ever 6'). Schools also receive funding for children who have been placed in care with the local authority, and children of service personnel. Previously, Pupil Premium was known as Free School Meal entitlement, but the name has changed due to the introduction of Universal Infant Free School Meals for all infant age children.

Why has it been introduced? The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children who are eligible and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.

For the academic year September 2015 – July 2016 Ridgeway has been allocated **£ 41,600**. For the academic year September 2014 – to July 2015 our school received **£42,867**. The percentage of our pupils known to be eligible Pupil Premium this academic year is **8.5%**. The national percentage is **26.0% (Primary)**. As a school we are not told who is eligible to apply for pupil premium but we do know that before Universal Infant Free School Meals was introduced **11%** of children in our school received this premium, indicating that there may be some children currently missing out on their entitlement. School have been proactive in raising the profile and encouraging applications.

During 2014 - 2015 we used the Pupil Premium funding in the following ways:

Targeted Action	Aim
Weekly swimming sessions for Y1 and Y2	To teach an essential life skill, improve water confidence and reach age related standards early
Participation in enrichment workshops and trips	To motivate and enhance learning by providing a wide variety of educational experiences and opportunities to meet aspirational role models
ICT Maths Booster Groups for Y2	To target potentially higher attaining pupils, to raise self-esteem, provide deeper learning, increase enjoyment and confidence in mathematics
Membership of clubs	To increase participation and to give pupils more opportunities to experience new and challenging activities, developing resilience and higher aspirations
School milk	To promote a healthy diet, increase energy throughout morning learning
After school family computing club – access to Mathletics	To provide access to Mathletics website and the internet to support homework activities
Lunchtime reading club	To encourage positive attitudes and enjoyment for reading through the use of Story Sacks
Lunchtime nurture group	To support those pupils needing emotional support to enable them to access learning
Book tokens	To purchase real books at our bi-annual book fair in an aim to increase children's love of real books and raise the profile of reading for pleasure
Specialist music teacher led club	To broaden children's experiences and help develop talents and interests
Targeted places at Premier Sports Summer Clubs	To support pupils and P/C's during the school holidays by participating in a positive, active, purposeful activity
Small group and 1:1 interventions	To provide intervention to fill gaps in learning, raise confidence and self-esteem, with a particular focus on developing reading skills
Pupil Attendance Manager role developed	To monitor, follow up and increase attendance of all groups of learners
Enhanced Learning Mentor Team	To focus on gaps in learning and emotional well-being by developing resilience in a safe and secure environment
Peer to peer Y2/YR and Y6/Y2 reading buddies	To increase reading confidence, fluency and increase reading frequency
Data analysis CPD for classteachers	To enable classteachers to target and track vulnerable groups in their own class and in the subject that they lead. Early identification and close tracking of higher attainers that fall into vulnerable groups
TaMHs Project	To provide whole school CPD, PSHE Leader, SENCo training. Implementation of R-Time and socio-gram development work to build class profiles and identify children at risk

This academic year 2015 – 2016 we plan to use the Pupil Premium funding as follows:

Targeted Action	Aim
Weekly swimming sessions for Y1 and Y2	To teach an essential life skill, improve water confidence and reach age related standards early
Participation in enrichment workshops and trips	To motivate and enhance learning by providing a wide variety of educational experiences and opportunities to meet aspirational role models
ICT Maths Booster Groups for Y1 and Y2	To target potentially higher attaining pupils, to raise self-esteem, provide deeper learning, increase enjoyment and confidence in mathematics
Membership of clubs	To increase participation and to give pupils more opportunities to experience new and challenging activities, developing resilience and higher aspirations
School milk	To promote a healthy diet, increase energy throughout morning learning
After school family computing club – access to Mathletics	To provide access to Mathletics website and the internet to support homework activities
Book tokens	To purchase real books at our bi-annual book fair in an aim to increase children's love of real books and raise the profile of reading for pleasure
Specialist music teacher led club	To broaden children's experiences and help develop talents and interests
Targeted places at Premier Sports Summer Clubs	To support pupils and P/C's during the school holidays by participating in a positive, active, purposeful activity
Small group and 1:1 interventions	To provide intervention to fill gaps in learning, raise confidence and self-esteem, with a particular focus on developing reading and communication skills
High profile Pupil Attendance Manager	To monitor, follow up and increase attendance of all groups of learners
Enhanced Learning Mentor Team	To focus on gaps in learning and emotional well-being by developing resilience in a safe and secure environment. To provide targeted support for families and drop in opportunities
Develop peer to peer reading buddies in every year group and opportunities for pupils to take the role of 'storytellers'	To continue links with Gayton Junior School to increase reading confidence, fluency and reading frequency. To generate pupil motivation to become authors and poets
TaMHs Project	To disseminate socio-gram development training to Learning Mentor Team. Embed R-Time and socio-gram analysis to build class profiles and identify children at risk
Yoga Bugs	To provide lunchtime or after school sessions to increase children's core strength, concentration and coordination
Safer internet sessions for families	To safeguard and protect our children and their families

All the above actions will prioritise children who are entitled to Pupil Premium Funding. The impact of these strategies will be measured throughout the year and adjustments made when necessary.

See further information below for impact of Pupil Premium funding:

Impact of the Pupil Premium funding:

(PP: Pupil Premium)

Data Marker	School 2013		School 2014		School 2015		National 2015	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Average Point Score for all subjects	15.6	16.8	13.9	15.5	15.5	16.7	14.8	16.6
Gap between PP and Non PP	-1.0		-1.6		-1.2		-1.8	
EYFS % Good Level of Development					56	47	45	64
Gap between PP and Non PP					+9		-19	
Y1 achieving expected standard in Phonics screening					100	75	66	80
Gap between PP and Non PP					+25		-14	
Phonics Y2 (Re-takes)					71	95	84	92
Gap between PP and Non PP					-24		-8	
APS for Reading					17.0	17.5	15.2	17.1
Gap between PP and Non PP					-0.5		-1.9	
APS for Writing					14.1	15.6	14.0	15.8
Gap between PP and Non PP					-1.5		-1.8	
APS for Maths					15.3	17.0	15.2	16.8
Gap between PP and Non PP					-1.7		-1.6	
Sessions missed %					3.6	3.9	5.1	3.3
Gap between PP and Non PP					+0.3		+1.8	
Persistent absence (15% missed)					1.8	2.8	5.6	1.7
Gap between PP and Non PP					-1.0		+3.9	

Comments:

OFSTED Inspection Dashboard 2015 identified the following key strength:

- *The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in mathematics*

RAISEonline Unvalidated Data 2015:

- *For all key data markers identified shown above, the school gap was less than the national gap, except for Y2 phonic re-takes and maths APS*
- *100% of disadvantaged pupils attained Level 2 in reading and mathematics*
- *The school gap has decreased significantly for disadvantaged pupils attaining Level 2B+ in reading, writing and mathematics (age expected level)*
- *Average Point Score has increased for disadvantaged pupils in reading, writing and mathematics*

Year 1 Phonics Screening 2015:

- *100% of disadvantaged pupils achieved the expected level, above national outcomes of 66%*

Ultimately, we aim for **every** child to experience success and happiness at Ridgeway along with having high aspirations for their future. Our use of pupil premium funding will continue to contribute significantly to this.