

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 eligible for free school meals (FSM) and their peers (Non free school meals-Non FSM) by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable in how they have used the additional funding to support pupils from low income families. New measures are included in the performance tables that capture the achievement of those deprived covered by the Pupil Premium. From September 2012, the Government required schools to publish online information about how they have used the premium. This ensures that parents and all other interested parties are made fully aware of the attainment for this group of pupils

Shortlanesend School Pupil Premium Report

Context

The pupil premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years. Each of these pupils attracted £1320 in 2015-16.

2013-14	Shortlanesend received £15,548
2014-15	Shortlanesend received £29,100
2015-16	Shortlanesend received £25,980

Provision

The funding over the last three years has been allocated to:

- Quality first teaching - Additional teacher. Move from 4 classes to 5 classes to avoid having three year groups in some classes .
- Pastoral Support/Mentoring - Senior Teaching Assistants work with groups of pupils with specific needs identified by class teachers, eg socially speaking, These are special intervention programmes which build upon pupil's self-esteem and all pupils' social skills.
- One to One Support - Support given to set clear boundaries and raise self-esteem for some pupils to enable them to join in class activities with a positive and consistent approach.
- Uniform/Half/full funded Residential trips and day trips - For some pupils there is an additional need for provision of extra items and support to

- Individual Provision – Resources - For some pupils there is an additional need for provision of extra items and support. Eg participation in Dreadnaught or music therapy
- Mentoring and Feedback - Emotional learning support assistant provide support for children who may need to discuss issues or have social, emotional or behavioural difficulties.

2015-16 ACTIONS

Action	Allocated Cost	Impact												
<p>CONT FROM 14-15</p> <p>Additional teacher. Move from 4 classes with three year groups in each to 5 classes with two year groups in each.</p>	£12,000	<p>Vulnerable pupils are now in smaller classes with only two year groups. The classes are smaller and <u>quality first teaching</u> is having good impact</p> <p>IMPACT: Pupil premium funded pupils are making accelerated progress and achieving in line or above national expectations.</p> <p>In 2015 KS2 pupil premium pupils made significant progress in reading with a value added score of 102.4 and 100% made expected progress and 80% exceeding expected progress 80% made expected progress in writing and maths.</p>												
<p>group/individual teaching in Key Stage 2</p> <p>Targeted individual meta-cognition and feedback sessions</p> <p>Homework books and revision guides purchased for Year 6 in maths, English and Science</p>	<p>£6,000</p> <p>£200</p>	<p>Individual one to one support Key Stage 2 to meet carefully targeted individual needs and raise attainment. Each pupil has individual meta-cognition and feedback sessions weekly. This is to help them know how they learn best and to review and reflect on their work and learning. We have used the research from the Sutton Trust Toolkit for guidance and to determine which strategies have most impact in raising attainment for disadvantaged pupils. www.suttontrust.com</p> <p>Average progress is 3 points a year</p> <p>All Pupil premium children targeted to make at least 4 points progress each year over Key Stage 2 and some are targeted to make more than this.</p> <p>IMPACT:</p> <table border="1"> <thead> <tr> <th>KS2 PP children</th><th>4+ points 2014-15</th><th>6+ points 2014-15</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>100%</td><td>65%</td></tr> <tr> <td>writing</td><td>78%</td><td>36%</td></tr> <tr> <td>Maths</td><td>100%</td><td>48%</td></tr> </tbody> </table>	KS2 PP children	4+ points 2014-15	6+ points 2014-15	Reading	100%	65%	writing	78%	36%	Maths	100%	48%
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Residential visits and extra curricular activities	£3,800	Pupil premium children support with uniform, school lunches, swimming, residential school camps and visits-part or whole funded. IMPACT: Wider educational experiences for pupil premium funded pupils. Number of pupil premium funded pupils supported 2014/15: 11
Clothing Resources		
Music therapy	£350	Number of pupils supported -2

Impact

We have worked extremely hard to “close the gap” between pupil premium and non-pupil premium children’s results. The table below shows that our ‘gap’ is less than the national gap for both progress (KS2 average APS) and for attainment (KS2 Level 4+ in 2015

The school gap is in the purple box the National Gap is in the white box.

