

Pupil Premium Statement 2015/16

The Pupil Premium Grant is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), pupils who have been looked after continuously for more than six months or who have been adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order, and a smaller amount is allocated for pupils of service families. This also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

The Government believes that it is for schools to decide how the Pupil Premium Grant is spent, since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. However, we are rightly held accountable for how we have used the additional funding to support pupils from disadvantaged families.

At Radipole Primary School, we aim to ensure that teaching and learning opportunities meet the needs of all our pupils. The Pupil Premium Grant is treated within the overall school budget and used both to supplement existing resources and provide additional resources, providing support for pupils that would not otherwise be available. We have listed below the projects and initiatives that the Pupil Premium Grant funding helps to support.

Overview of the School

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupil on roll	437
Number of pupils benefiting from PPG	63
Total amount of PPG received	£77940

The Assistant Head undertakes the role for 2 days each week. This role assumes responsibility for monitoring the attainment and progress of all children in the school, this includes all pupils in receipt of PPG. The Assistant Head and the SENCO work closely together to monitor all pupils deemed vulnerable and ensures that they are receiving the required support to help them make progress in their learning. This includes tracking data, working with teachers to plan appropriate interventions and monitoring planning and learning. Whilst this support is for all vulnerable pupils, any pupils in receipt of free school meals, who are looked after or are from service families are given priority for interventions if they are at risk of falling behind their peers or if their progress is not as expected.

This year all pupils in receipt of PPG have been allocated a pupil premium champion from the support staff team. The 'champion' will meet with pupils regularly to check on emotional well-being and will be an advocate between the pupils and teacher.

Objectives for PPG Spending 2015/16

To raise the achievement of pupils who receive additional funding through the PPG by:

- Ensuring progress of FSM pupils to be in line with non FSM peers
- Improving the provision of social and emotional support
- Improving access to enhanced opportunities
- Improving behaviour support and support for groups of parents

Actions to be taken in 2015/16

Key Strand	Actions
Ensuring progress of FSM pupils to be in line with non FSM peers	<ul style="list-style-type: none"> • Small group maths interventions: First Class @Number, First Class @Number 2 • Book clubs run by school librarian for more able pupils • Accelerated Reader programme for years 5 & 6 • Regular monitoring of learning by phase leaders and assistant head • Dorset Reading Partners employed for 1-1 support 3 times each week. • Additional TA employed in foundation and year 1 30 hours each week • Additional SEN TA works with individuals and small groups 30 hours each week • HLTA works with small groups 5 mornings each week.
Improving the provision of social and emotional support to improve behaviour and attendance	<ul style="list-style-type: none"> • Counsellor employed 1 day each week • Weekly 'Talk About' groups 3 times each week • Deputy Head and Receptionist working closely to implement Chesil Education Partnership attendance policy • Named Pupil Premium Champion for each child from members of support staff • Playground leader employed several lunchtimes each week • Quiet classroom set aside at lunchtimes each day with a teacher
Improving access to enhanced opportunities	<ul style="list-style-type: none"> • Funding to enable pupils to take part in school visits and residential trips • Funding for music lessons and instrument hire • Uniform grants
Improving support for groups of parents	<ul style="list-style-type: none"> • TA trained as ELSA • No charge for attending Breakfast Club • Improved access to Educational Psychologist through partnership with Chesil Education Partnership • Chesil Educational Partnership using levy to set up Thrive Education Zones in 3 primary schools

Details of PPG Spending in 2015/15

This was spent on supporting these pupils through specialist intervention programmes and small group support. It was used to part fund and continues to be utilised to:

- provide one to one targeted support where required

- provide ELS sessions
- provide small group intervention
- provide additional resources to support the needs of pupils
- provide extracurricular opportunities
- provide additional teacher and teaching assistant support for maths, literacy and phonics
- provide Talk About groups
- school uniform grants
- music lessons
- educational trips and visits, including residential trips
- enrichment activities

These interventions and quality first training, led PPG pupils at the end of each key stage to attain levels which were better or in line with their peers and make progress that was better or in line with their peers.

This table shows the percentage of pupils achieving level 2B+ at the end of year 2.

	School (2015)		
	Reading	Writing	Maths
Pupil Premium	100%	100%	100%
Non-Pupil Premium	83%	66%	80%

This table shows the percentage of pupils achieving level 4 and above at the end of year 6:

	School (2015)				National (2014)			
	Reading	Writing	Maths	GPS	Reading	Writing	Maths	GPS
Pupil Premium	87.5% (6/7)	100%	100%	100%	82%	76%	78%	66%
Non-Pupil Premium	95.5%	97.7%	90.9%	86%	92%	89%	81%	81%

This table shows the percentage of pupils making expected progress from Key Stage 1 to Key Stage 2 in 2014.

	School (2015)			National (2014)		
	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium	87.5% (6/7)	100%	100%	88%	90%	86%
Non-Pupil Premium	95.5%	100%	95.5%	92%	94%	91%