

Radipole Primary School

Disadvantaged Pupil Statement 2016 – 2017

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.

Actions 2016/2017

Breakdown of the Pupil Premium Grant			
Total number of pupils on roll	436		
Pupil Premium pupils	49	£1,320	£75,240
Services pupils	12	£300	£3,900
Looked After Children	6	£1,900	£11,400
Total number of pupils benefitting from grant	67		£90,540

The Deputy Head assumes responsibility for monitoring the attainment and progress of all children in the school; this includes all pupils in receipt of PPG. The Deputy 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 who have been 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.

All pupils in receipt of PPG have been allocated a pupil premium champion from the support staff team. The 'champion' meets with pupils regularly to check on emotional well-being and is an advocate between the pupils and teacher. Pupil Premium Champions record each visit and these are monitored by the Deputy Head.

Actions taken in 2016/17

	Key Strand	Actions	Expected Impact	Cost
Learning and Curriculum	1. Ensure effective tracking of disadvantaged pupils	<ul style="list-style-type: none"> • Portfolio of evidence of disadvantaged pupils. • Progress talks with teachers. Regular objective tracking. • CATs purchased to support progress tracking. • Accelerated Reader for Year 4 (as well as 5 and 6). • Pupil Premium Leader to spend time with 'drop off' pupils in class. 	Gaps in learning are addressed to allow pupils to achieve the expected standard or to make expected progress.	£5,000
	2. Targeted support for pupils through intervention and quality first class teaching	<ul style="list-style-type: none"> • Quality first teaching. • Additional teacher in Reception. • Additional TA in Reception. • Additional TA in Year 1. • Two additional adults to support Year 6 reading session. • Additional catch-up interventions carried out by TAs in all years in the afternoon. • Provision map for drop off Pupil Premium who do not have SEN. • More able pupils to attend 'challenge' sessions run by teachers. • Deputy head teacher to complete coaching course to help support teachers who are not consistently good to outstanding. 	Gaps in learning are addressed to allow pupils to achieve the expected standard or to make expected progress.	£70,000
Well-Being	3. Engage parents/carers in their child's learning	<ul style="list-style-type: none"> • Two TAs to run Family FUNS sessions. • Pencil cases and resources to support home learning tasks. • Champions to discuss and feedback children's views of home learning. • TA employed as ELSA to work with parents and pupils. 	Improved home learning support and environment.	£5,000
Enrichment	4. Ensure pupils have access to opportunities wider than the curriculum to support their needs.	<ul style="list-style-type: none"> • Funding day trips and residential trips. • Councillor. • TA employed as ELSA. • Set up a school business involvement for disadvantaged pupils to run. • Update PP form to include school clubs they are attending and a question about home learning. • Create opportunities to inspire future careers - get people in to talk or visit local business with PP. • Wide range of after school and lunchtime clubs available to pupils. 	Improved mind-set and well-being.	£10,000