

TIG Pupil Premium Report 2015/2016

Background Information:

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 by ensuring that funding to tackle disadvantage reaches the pupils who need it the most.

The pupil premium was introduced in 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years, (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than 6 months, and children of service personnel.

Accountability:

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- The reports for parents that schools have to publish online

Estimated amount the school will receive this year:

£42, 840

This includes children in receipt of Free School Meals, those who have been eligible in the last six years and children of service personnel. 14% of children at the school are currently eligible or have been eligible in the last six years for Free School Meals. 0.7% of children are eligible for the Service Personnel funding.

Impact that last year's funding had:

Pupil Premium Data:

In Foundation Stage, 8 out of 10 pupils scored Expected by the end of the year and 1 out of 10 scored Exceeding. 1 pupil was emerging but had a much lower starting point and therefore their achievement of Expected in a number of Key Area of their learning was a big achievement.

83% of the Year 1 pupils passed the Phonics Check and 75% of the Year 2 pupils passed the Phonics Check.

In the End of Key Stage 1 SATs, 75% of pupils scored a 2B or above in their Reading, 84% of pupils scored a 2B or above in their Writing and 92% of pupils scored a 2B or above in their Maths.

The in-year progress for the Year 2 Pupil Premium pupils from the start of Year 2 to July 2015 was; 5.3 average points of progress (slightly below the expected) for Reading, 6 average points of progress (above the expected) for Writing and an amazing 6.7 average points of progress for Maths.

Money provided by the Pupil Premium allows us to:

- Increase the range and quality of interventions available
- Increase the range of resources we provide for the teaching and learning of Maths to ensure it is effectively differentiated
- Provide an additional Phonics Group for those pupils who did not pass the Phonics Check in Year 1
- Provide a Nurture Group using nurturing principles for pupils who need some support to access the mainstream curriculum
- Purchase and use comprehensive assessment programmes for pupils with SEN
- Use comprehensive speech and language assessments and follow structured programmes
- Draw upon expertise of a Kent Educational Psychologist as and when necessary to support the learning of our pupils
- Provide a number of extra-curricular clubs with the opportunity for every pupil to access at least one per week
- Help to provide a smooth transition at all pivotal times throughout the school year
- Subsidise cost of trips and uniform where requested
- Increase the breadth and quality of staff training in order to improve effectiveness of teaching and learning across the school
- Implement a creative curriculum through workshops and staff training in order to improve the learning experience of all children in the school
- Purchase resources such as reading books which challenge the more able as well as supporting the less able and SEN pupils
- Support our SEN pupils with increased adult help to access the curriculum at the appropriate rate and level.

Additionally, pupils receiving Pupil Premium will have access to:

- A large number of focused intervention groups
- Focused, adult-led groups on a regular basis
- Speech and language assessment and support
- EAL Kent Steps support
- Family Support through the Early Help process
- Access to the Educational Psychologist
- Highly differentiated curriculum
- Close monitoring of attendance supported by the educational welfare officer
- Fine Motor Skills programmes
- Care Plans
- Behaviour Plans
- Increased adult support