**Pupil Premium**

The purpose of this report is to inform parents, carers and governors how the Pupil Premium Funding for 2016 – 2017 will be used.

Pupil Premium is an additional amount of funding allocated to schools by the government to support the learning and progress of children in receipt of free school meals or those looked after by the local authority. It is for schools to decide how the Pupil Premium is spent and they will be held accountable for how this additional funding is impacting on those for whom the money is allocated.

Pupil Premium is allocated to schools for

* Children of statutory school age from low-income families who have been registered as eligible for free school meals (FSM) at any point in the last 6 years.
* Children who are looked after, adopted from care after 2005, left care under a special guardianship or residence order.
* Children who have one parent serving in the armed forces.

In 2016 -2017 the level of premium is £1320 per pupil for those eligible for FSM, £1900 per pupil if they are looked after and £300 per pupil for service children. Currently the percentage of pupils in school eligible for PPF is 20% and the school received a budget of £**25.475**.

**How we spend our Pupil Premium Funding**

The governors at Burton Agnes have agreed that he school should allocate the funding in ways that impact positively on the outcomes of pupil in receipt of this. Funding should break down any of the barriers that stop a child from learning. This could be linked to social and emotional issues, confidence, resilience and self esteem, low levels of attendance and poor prior attainment. This list is not exhaustive. The school has a Pupil Premium Champion , which is Mrs Helen Jameson and a Pupil Premium Governor which is Mrs Sarah Burdass. Mrs Jameson reports to the Governors on a termly basis about this funding and the impact it is having on pupils. Pupil progress is checked half termly to check if support is working and adjustments are made where impact is small.

For more information on allocation of the Pupil Premium, please follow this

link:

http://www.education.gov.uk/schools/pupilsupport/premium

The following document explains how Burton Agnes CE Primary School plans to spend the funding this financial year.

**The Pupil Premium for the Academic Year 2016 -17**

The School has received a Pupil Premium budget of £21 540 for the academic year **2016 - 17.**  The table sets out how this money will be used to fund activities, initiatives and staffing and sets out its intended impact pupil achievement, progress and well-being.

|  |  |  |
| --- | --- | --- |
| **How is the money being spent?** | **What is its intended purpose?** | **What is it’s intended impact?** |
|  |  |  |
| Full time Teaching Assistant appointed to provide additional support for Year 3 and 4 pupils. £6000 | To improve basic speech and language, reading and writing skills for targeted children | To ensure that that children acquire the appropriate skills and knowledge in phonics to move forward with the requirements of Year 3 and 4  To provide children with ability to use this phonic knowledge to help them with their reading and writing.  To support and scaffold writing and provide support with spelling, grammar and punctuation.  IMPACT  All children have made progress from their starting points. 3/4 pupils in Year 3 have reached the expected standard in reading with one child moving from Below expected key stage standard at the start to the year and achieving the expected standard at the end. This represents better than average progress. Phonic knowledge has increased for all four pupils in the Year 3 cohort and this is translating in to their written work. All four children are not yet writing at the expected standard but progress is being made and for 2/4 the gap is closing. I child has not made the progress we were hoping for and we will look at supporting this further next year. In Year 4 both children targeted have achieved GDS in their reading and in writing one has moved from WTS to GDS and the other from WTS to EXP. This represents good progress. |
| Teaching Assistant appointed to run before school intervention X 2 £500 | To support pupils who are falling behind but need 1:1 support to target very specific needs | Rate of progress and levels of attainment for PPC at least in line with other children both in school and nationally.  IMPACT  I child in Year 6 achived EXP in all areas of learning from a starting point of WTS.  I child has steps in terms of progress but is still a long way of achieving EXP however this child has SEN. Reading remains an area of greater need. |
| To provide resources to support 2 children with dyslexia £200 | Resources will provide support to child to provide strategies to support his literacy | Remove briers of dyslexia that hinder learning.  **IMPACT**  Child 1 – has moved from BLW, working below Key stage standard to WTS in both reading and writing and independence in writing is developing. Handwriting is more controlled and written pieces are now legible and easier for the child to read back.This is having an impact on confidence levels too.  Child 2 – Reading hasn’t improved to a great extent but written work shows improvement with strategies to spell being employed. |
| Teacher to provide individual tuition for targeted pupils in Year 2-6 £15 000 | To provide more focused and personalised teaching for pupils in receipt of PPF | Rate of progress and levels of attainment for PPC at least in line with other children both in school and nationally.  Impact  Improved outcomes for majority of pupils worked with. Some pupils accessing a higher level of work than they would without intervention ( higher attaining PPF pupils) |
| Continue to support Emotional Literacy ELSA £200 course costs and supply cover and resources | To provide support to targeted pupils | Remove barriers to learning through focused support sessions.  **Impact**  Children are taught strategies to help them cope with issues that are becoming barriers to their learning and develop their emotional resilience. I child has achieved GDS in 2 areas of learning as he is more focused and confident. |
| Subsidising educational visits and residential trips£1000 | To enrich the curriculum | Impact  All PPA pupils were provided with experiences that they have used to enhance their learning. |
| To fund 3 LAC pupils to learn to play the trumpet. £100 | 12 weeks per term x | To allow them to experience a wide range of opportunities.  Impact  All children are progressing well with their lessons. They are experiencing something that they may not of been exposed to and are finding success with this. It is also teaching them to practice and work hard to achieve results. |
| |  |  |  | | --- | --- | --- | | Provision of Breakfast Club places for pupils eligible for PPF £100 |  |  | | To reduce lateness and provide additional learning support for children eligible for PPF | To encourage children who are often late to be in school on time and ready to learn in class and take part in interventions at the start of the day that are in place.  Impact  Child with persistent lateness is accessing the club. He is in school on time to start focused intervention work at the start of the day. Pupils are also in school early to access interventions to support their learning. |