

Pupil Premium – 2018-2019



The Annual Pupil Premium has been introduced to help address the emotional and social wellbeing of 'identified' children. Schools have the authority to spend the Pupil Premium; in any way they wish, as long as it supports raising attainment and progress for these pupils.

A child is entitled to Pupil Premium if they are: -

- Children who are or have been eligible for free school meals (DP) at any time during the last six years, each receive £1,320
- Children who have been 'looked after' by the Local Authority (CLA) continuously for more than six months, each receive £1,900.
- Children whose parents are serving in the British Armed Forces are each entitled to £300

Principles

At Richard Avenue Primary School, we use our Pupil Premium to provide a wide range of opportunities and also to support interventions where we have identified 'gaps' in pupils' individual progress or attainment to support us in meeting the needs of all children. These children's progress is monitored/tracked as part of our regular, half termly, whole school tracking, to ensure they are making at least expected progress and if there are concerns they are swiftly identified and provided with intervention.

Pupil Premium funding is allocated to support any child who may belong to a vulnerable group or is socially disadvantaged to meet their needs and support in their education.

Our Pupil Premium allocation for academic year 2018/19 = £135,960 based on 103 pupils.

Actions

This table shows the key areas identified for investment from the Pupil Premium allocation for this academic year and the impact of the provision provided:

Action	Proposed Impact
<ul style="list-style-type: none"> • Targeted and small group work providing pupils with additional support 	<ul style="list-style-type: none"> • Accelerated learning across the key subject areas • Increased independence in pupils' own learning
<ul style="list-style-type: none"> • Additional targeted tuition for Year 6 pupils in Literacy and Numeracy to support the new curriculum 	<ul style="list-style-type: none"> • Accelerated learning across the key subject areas • Increased independence in pupils' own learning
<ul style="list-style-type: none"> • Continued employment of an Attendance Company (Att100) to provide targeted intervention to support pupils and their families with regard to attendance and punctuality 	<ul style="list-style-type: none"> • Improved levels in percentage attendance and punctuality in identified children, leading to improved attainment • Reduction in the number of pupils who are persistently absent (PA)
<ul style="list-style-type: none"> • School Priority 3 – SLT led priority to close the attainment gap for Disadvantaged Pupils. 	<ul style="list-style-type: none"> • Tighter tracking of Disadvantaged pupils will lead to more timely and appropriate interventions resulting in an improvement in outcomes.
<ul style="list-style-type: none"> • Development of the role of counsellor to provide emotional support for identified pupils 	<ul style="list-style-type: none"> • Improved self-esteem and wellbeing of pupils • Pupils barriers to learning lowered through effective behaviour intervention
<ul style="list-style-type: none"> • LAF project providing well-being support for those children identified at need. 	<ul style="list-style-type: none"> • Raise self-esteem of those children taking part in the programme to impact on pupil's own learning. • Enable the pupils to take part in the curriculum more readily.

<ul style="list-style-type: none"> • Employment of a Family Liaison Officer whose sole focus is to support identified children and families with regards to issues affecting the family which impact upon school and the wellbeing and attainment of the pupils at our school 	<ul style="list-style-type: none"> • Reduction of family issues affecting pupils' social and emotional wellbeing which will impact upon attainment by reducing barriers to learning • Improvement in the self-esteem and wellbeing of pupils
<ul style="list-style-type: none"> • Targeted support for pupils working below age related expectations linked to rigorous whole school data tracking system with specific focus on DP 	<ul style="list-style-type: none"> • Accelerated learning across the key subject areas • Increased independence in pupils' own learning
<ul style="list-style-type: none"> • School priority 2 – Embedding the new strategies to teach reading and to instil a love of reading for all pupils. Whole staff CPD to improve the attainment in reading. 	<ul style="list-style-type: none"> • Accelerated learning across the key subject areas • Increased independence in pupils' own learning • Accelerated progress within Reading and Comprehension
<ul style="list-style-type: none"> • Funding subsidy for school visits 	<ul style="list-style-type: none"> • Allowing pupils to experience first-hand visits and visitors which are used as a focus to support learning within key subject areas • Increased attainment by widening experiences to be used in learning
<ul style="list-style-type: none"> • Personalised intervention for new starters especially those who have EAL 	<ul style="list-style-type: none"> • Increased independence in pupils' own learning • Improved self-esteem and wellbeing of pupils • Accelerated learning across the key subject areas
<ul style="list-style-type: none"> • To upskill staff in the use of the arts in all curriculum areas to stimulate and motivate children to want to learn. 	<ul style="list-style-type: none"> • Learning experiences enriched across a range of curriculum areas. • Children are motivated and inspired to learn leading to better outcomes.
<ul style="list-style-type: none"> • Behaviour and Emotional Well Being Support/Nurture Group for pupils 	<ul style="list-style-type: none"> • Improved self-esteem and wellbeing of pupils • Pupils barriers to learning lowered through effective behaviour intervention
<ul style="list-style-type: none"> • Whole staff CPD on mental health awareness from CAMHS. 	<ul style="list-style-type: none"> • Staff more skilled in identifying and addressing mental wellbeing of children. • Vulnerable children will be better prepared for learning and therefore outcomes will improve.

This list is not exhaustive and at times other issues may become apparent and an appropriate allocation of this funding will be made.