

The Pupil Premium at Flitwick Lower School

What is the Pupil Premium and who is eligible?

The Pupil Premium is funding provided to schools which is additional to main school funding and is to provide support specific to groups of pupils who are known to be at risk of underachievement.

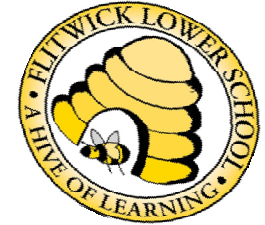
It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Type of pupil	Pupil Premium per pupil
Pupils recorded as Ever 6 FSM	£1,300
Looked After Children	£1,900
Service Children	£300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900

What are the aims for the Pupil Premium?

Nationally there is a gap in the attainment between children who are eligible for Free School Meals and their peers. The main purpose of the pupil premium is to close this gap by raising the achievement and aspirations of this group of children. The pupil premium is intended to help schools to provide targeted support to improve the life chances of these children so that they can reach their full potential

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families.



How is the pupil premium used at Flitwick Lower School?

Our objectives:

- To ensure teaching and learning opportunities meet the needs of all pupils
- To raise attainment of FSM pupils in reading, writing and maths by accelerating progress to at least in line with national expectations.
- To provide emotional and social support to children
- To rigorously track the progress of pupils who belong to vulnerable groups and ensure appropriate provision is in place that prioritises the needs of classes, groups and individuals.

In 2014/15, 25 children (10%) are eligible for Free School Meals. Our school will be allocated £44,200 for the academic year 2014-15.



Our Allocation for pupil premium grant (PPG) 2014-15 = £44,200

10% (25) of pupils within the school are currently registered for the pupil premium grant.

22% of these pupils are also on the SEN register and receive additional support throughout school.

This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first hand experiences and enrichment in order to support, enhance and develop learning across the curriculum,

PROVISION	AIM	Impact and Evidence sources
Writing intervention delivered to clearly identified small groups of children throughout the school.	Children will be expected to make accelerated progress in writing and achieve targets.	Gap in year 2 has remained the same as 2014, All pupils 2014 = 15.1, national ever 6 = 13.7, FLS Ever 6 = 13.5 Key Stage 2 shows a narrowing of the gap..
Reading intervention delivered to clearly identified small groups of children throughout the school	Children will be expected to make accelerated progress in reading and achieve targets.	Gap in year 2 has remained the same as 2014 – all pupils 2014 = 16.5, National Ever= 6 15.0, FLS Ever 6 = 15.2 Progress in line with other groups of learners. Year group data shows attainment and progress in line with other groups of learners without level assessments.
Phonics intervention delivered to clearly identified small groups of children throughout the school, significant focus on children in Key Stage 1	Children will be expected to make accelerated progress in reading and achieve targets, Children in line with National expectations (age related)	Phonics groups in place of the 3 PP pupils in year 1, 1 was dis applied, one was absent and one did not meet the expected level. – Individual analysis in place. 5 year 2 pupils who had to retake screening – All 5 achieved the expected level.
Maths intervention delivered to clearly identified small groups of children throughout the school	Children will be expected to make accelerated progress in maths and achieve targets	Year 2 pupils achieving in line with all pupils nationally, and in line with other peer groups. – Gaps are closing across the school.
T.A teams to support the development of interventions across the school.	Small groups interventions lead by teachers and TA's to support the accelerated progress of children. Providing additional support in class for all subject areas.	Emotional support for pupils to support and remove barriers for learning.

Resources to support children's learning to be purchased – especially resources to support literacy and numeracy development	Resources such as thrass charts, whiteboards, Dictaphones and home learning resources to support/ extend the learning of children in intervention groups / classroom settings.	All pupils given learning resource pack to support learning at home. Pupils excited to share resources, motivated and stimulated to support learning at home activities. Resources purchased to lunchtime clubs to help support PP pupils during lunchtimes – staffing place to support club and monitor pupil's interactions. – Greater engagement and participation during afternoon sessions
Funding places at After school clubs/ breakfast club for vulnerable pupils.	Children access experiences that will enrich their language and vocabulary. Stimulate their interests and increase motivation in turn impacting on their learning skills and improve standards of work.	Little performers club subsidised to help with costs. Funding for pupils to attend residential trip (x2 families) Subsidised school trips to enrich the curriculum, All pupils able to attend requested clubs, trips.
Quality CPD for TA's part funded by the PPG – In house training – staff meetings, PSG meetings.	TAs' to review their current practice and improve it to being outstanding which in turn improves classroom / intervention practice	Training for TA's to support interventions. Staff more confident in delivering interventions
PPA teachers employed directly by the school, part funded by the PPG	Classes covered by teachers/ HLTA's who know the school and pupils well ensuring learning time is not compromised.	High quality interventions impacting on achievements in and out of class. Boost in confidence and attitudes to learning. Data Analysis shows majority of PPpupils achieving in line with peers. Specialist HLTA supports pupils with Dyslexic tendencies through screening and allocation of coloured overlays and additional resources.
ICT resources to provide secure structure and intervention programme for children with specific needs across the school.	Children able to access learning programmes as part of their daily learning and therefore make accelerated progress.	Licenses purchased for Big Red Bus, Phonics play Children using touch screen technology to support learning in lessons.

Individual analysis related to progress is held within the school.