



Pupil Premium Information

Background

Five Ways Primary School receives a pupil premium allocation for children of statutory school age, who are known to have been eligible for Free School Meals (FSM) in the last 6 years, for children who have been looked after continuously for more than six months and for those children who currently serve in the armed forces.

Its purpose is to address inequality, ensuring that funding to tackle disadvantage and support emotional and social wellbeing, reaches pupils who need it most. Schools are free to use the pupil premium allocation as they see fit and are held accountable for how the funds have been used. *NB: the level of pupil premium will vary from year to year, as the number of children entitled changes.*

Pupil Premium Allocation Financial Year 2016 – 17

Total Number of Pupils on Roll	681
Total Number of Pupils Eligible for Pupil Premium	56
Total Pupil Premium Grant for 2016-17	£81,840

Our overall aim is to use the Pupil Premium allocation to increase the achievement of the pupils for whom this funding applies and to ensure that any barriers to learning are overcome. As the majority of barriers to learning for our eligible pupils are academic, our strategy for the use of Pupil Premium involves the largest amount being used to provide appropriate learning interventions for pupils. It is also acknowledged that personal and social issues can greatly affect academic performance for some of our pupils. Therefore a significant proportion of the school's allocation is spent supporting this aspect of school life to ensure that any such barriers to learning can be overcome. Using these principles the funding for 2016/17 has been allocated as follows:-

Activity	Detail	Pupils participating	Impact Review	Cost
Academic intervention.	Individual and group intervention sessions led by teaching assistants. Activities include academic intervention sessions in reading, phonics, writing and maths.	Pupils chosen on a half termly basis based on attainment, progress and social development. Priority given to pupils on 'Ever 6' register requiring support.	<p>At the end of KS2 disadvantaged pupils made more progress in reading (+0.77) than non-disadvantaged pupils in the school (-0.18). This represents a significant improvement from last year when progress was -4.24.</p> <p>At the end of KS2 disadvantaged pupils made slightly less progress in maths (-1.17) than non-disadvantaged pupils in the school (-1.10). However, this represents a significant improvement from last year when progress was -5.83.</p> <p>At the end of KS2 disadvantaged pupils made slightly less progress in writing (-1.47) than non-disadvantaged pupils in the school (-1.35).</p>	£39,000
Academic Intervention / Booster groups.	Small group intervention sessions led by teachers and teaching assistants. Activities include identifying and addressing gaps in knowledge in reading, writing or maths.	Pupils chosen on a half termly basis based on attainment and progress. Priority given to pupils on 'Ever 6' register requiring support. Pupils chosen who need additional	As above.	£23,240

		support to make expected progress or better than expected progress.		
1 to 1 intervention. Additional study for individual pupils depending on their learning needs.	1 to 1 tuition for identified pupils. Carried out by teaching assistants.	Pupils chosen based on attainment and progress data. Priority given to pupils on 'Ever 6' register requiring support or able to make better than expected progress.	Pupils experienced the academic and emotional benefits of 1:1 intervention. Significant improvement is evidenced in reading progress figures due to the impact of 1:1 reading sessions with Teaching Assistants and Reading Mentors.	£1000
Lunchtime Nurture Club	Daily support group for pupils who find difficulty in less structured lunchtime periods.	Ever 6 pupils will be given first priority for places. Any additional places will be offered to other pupils.	Pupils benefit from a structured lunchtime.	£3000
Positive Play	Weekly support for pupils to develop personal and social skills. Boxall profile used to identify areas for improvement for specific pupils.	Ever 6 pupils will be given first priority for places. Any additional places will be offered to other pupils.	Pupils benefit from a structured programme of support to develop their social needs.	£3000
Financial support for residential trip.	Y6 pupils who are eligible for free school meals will have the cost of the Y6 residential trip fully paid.	Free School Meal pupils within Year 6 cohort.	All pupils experienced the academic and emotional benefits of taking part in a residential visit.	£635
Financial support for educational visits	Any pupil who is eligible for free school meals will have the cost of any educational visit fully paid and will not be asked to make a	Ever 6 pupils across the school.	All pupils experienced the academic and emotional benefits of taking part in a residential visit.	£1165

throughout the year.	voluntary contribution to the cost.			
Personalised Extra-Curriculum Provision, e.g. Sports clubs, Lego therapy, gardening.	Individuals to be allocated funding to take part in extra-curricular activities matched to their individual needs.	Ever 6 pupils across the school.	All pupils had the opportunity to experience the academic and emotional benefits of taking part in extra-curricular activities.	£8,880
Training e.g. Lego therapy, Numicon, Grammarsaurus training	To increase the interventions available within the school in order to narrow the attainment and progress gaps between pupils eligible for pupil premium and their peers.	Ever 6 pupils across the school.	Trained staff delivered sessions suited to the needs pupils resulting in disadvantaged pupils made slightly less progress in maths (-1.17) than non-disadvantaged pupils in the school (-1.10). However, this represents a significant improvement from last year when progress was -5.83. End of KS2 attainment figures in GPS were above National at the expected standard. School, 82%, National 77%.	£2,000
				Total Spend: £81,840

This plan will be reviewed in Autumn term 2017 using data collected during the academic year 2016-2017.