What is the Pupil Premium?
The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as other students. From April 2015, the premium has been worth £1320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How are children selected for support?
At Freshford CE VC Primary School, we carefully assess which children may be considered vulnerable to underachievement. Assessment data is scrutinised termly to quickly identify any child who is underachieving. Additional support is quickly put in place to support these pupils, including via Pupil Premium Funding. Whilst the school recognises that children eligible for Free School Meals statistically underachieve nationally, this is not always the case and the school will not automatically target Pupil Premium funding equally towards all FSM pupils. Additional support is therefore allocated on a case-by-case basis. You can speak to your class teacher to find out more about how your child is supported in the classroom.

How did we spend Pupil Premium Funding in 2017 / 18

During the 2017 / 2018 academic year the school received £18,900 Pupil Premium funding.

<table>
<thead>
<tr>
<th>Cost</th>
<th>Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>£14,520</td>
<td>Ever6 FSM</td>
</tr>
<tr>
<td>£3,800</td>
<td>Post LAC</td>
</tr>
<tr>
<td>£300</td>
<td>Service Children</td>
</tr>
<tr>
<td>£18,620</td>
<td>Total</td>
</tr>
</tbody>
</table>

This funding is being used in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Cost</th>
<th>Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dyslexia Specialist conferences x 2:</td>
<td>£400</td>
<td>Specialist dyslexia support</td>
</tr>
<tr>
<td>British Dyslexia Association &amp; PATOSS on language &amp; dyslexia/assessment/emotional literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twilight sessions for cascading to all staff</td>
<td>£300</td>
<td>Supply cover for pupil</td>
</tr>
</tbody>
</table>
### Assessments

- **SAPERE Philosophy for Children (Yr. 3) – Validated by the Education Endowment Foundation in its Pupil Premium toolkit - percentage**
  - £1,500

- **Educational Psychologist assessments**
  - £500

- **Speech & Language SLA support x 6 sessions**
  - £948

- **Occupational Health assessment & support**
  - £400

- **Dyslexia teacher support for reading / writing**
  - £1,600

- **1:1 support to avoid likelihood of PEX and for safeguarding purposes**
  - £2,464

- **Teaching Assistants supporting maths and speech & language**
  - £4,818

- **SENCO release time and supply cover/attendance at Behaviour Panel**
  - £5,190

**TOTAL**

- £18,620

The impact of Pupil Premium funding is measured and reported in the following ways:

- All vulnerable children (including FSM children) are closely monitored throughout the year via Pupil Progress Meetings following each of our 3 assessment points. During these meetings all teachers meet with the headteacher and other members of the SLT to discuss any child considered potentially vulnerable or underachieving and agree strategies to close this achievement gap.

- The Headteacher provides data analysis, 'Fisher Family Trust' reports, to the Governing Body, following the national release of the unvalidated KS2 data, which include data on the performance of disadvantaged and FSM children against that of national figures and, after assessment point 2, mid-year data is shared, this time comparing the progress and attainment of disadvantaged children with other children in the school.

### Impact on end of KS2 2016/17 PROGRESS & ATTAINMENT

**KS2 Performance for disadvantaged pupils 2017**

- **Attainment: Average Scaled Score (Re, Ma)**
- **Progress: Average Scaled Score (Re, Ma)**
Personalised school provision

One of our teaching assistants provides 1:1 maths tuition on three afternoons a week. Another of our teaching assistants has completed the EKLAN Speech & Language support course. This is a thorough introduction to understanding the development of speech and language and provided practical advice and strategies to develop the speech and language of those children experiencing difficulties. This TA now provides speech & language support for two groups.

1:1 intervention time with a specialist dyslexia Speech and Language support: our dyslexia specialist attends the annual PATOSS, (Professional Association for Teachers and Assessors of students with specific learning difficulties) Conference to ensure that our support for children within the classroom is making use of the latest research and best practice. Next year’s conference will be focusing on emotional literacy, assessment and language. She also attends the annual British Dyslexia Association conference.

Behaviour Support

The school is a member of a local panel that provides targeted support from many agencies to best assess and offer the right support for children having a difficult time accessing the school environment and the curriculum. This includes Educational Psychologists, behaviour experts and play therapists.

Thrive

Our SENCO is trained in Thrive, to assess the emotional wellbeing and development of a child and provide plans to develop skills that build to enable the child to manage their feelings and behaviour better. The results of this are that they are more 'ready for learning' and make improved progress.

Curriculum Learning Support

Classroom Support
Teaching assistants working 1:1, or with small groups, within the classroom.

Leadership
This provides time for the SENCO, SEN team and headteacher to monitor interventions, reflect on practice, attend strategic meetings, liaise with outside professionals and assess children's needs.

Contingency and additional initiatives
After the HT & SENCO/ Inclusion Lead has reviewed Pupil Premium spending and the current outcomes and needs of the children are fully understood there may be need for additional initiatives.