

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Report on Pupil Premium 2015 - 2016

Introduction

As part of each school's budget the government allocates a "Pupil Premium" specifically to raise attainment and support those pupils from low income families. Funding is based on children registered for Free School Meals (FSM) and children that have been looked after for more than six months.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to help address the current underlying inequalities between children eligible for Free School Meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium allocation is spent, since they are best placed to assess what additional provision should be made to help narrow the attainment gap between pupils from low income families and their peers. We are required to publish online information about how we have used the Pupil Premium.

Allocation 2015 - 2016

The percentage of our pupils eligible for other Pupil Premium funding is 1.7%.

The percentage of our pupils known to be eligible for FSM was 6.7%.

PUPIL PREMIUM SUMMARY

FINANCIAL YEAR 2015 – 2016

£

5,860.00

PUPIL PREMIUM RECEIVED

(MAINSTREAM)

Increased teaching assistant capacity allowed for 1:1 support and small group intervention work to increase attainment and progress in reading, writing and maths. This to enable pupils to effectively access all areas of the curriculum and to achieve at least the same amount of progress as their peers.

Pupil Premium Strategy: 2016 – 2017

Allocation

The amount of pupil premium allocation to the school is £3,960. Currently there is 8.8% of the school population who are eligible for pupil premium.

Barriers

The main barriers faced by these eligible pupils include communication difficulties, meeting ARE and behaviour for learning issues which are preventing them achieving their full potential and other specific needs.

Provision and Support

Provision and support has been put in place for these children in the form of extra teaching assistant hours, one to one support to address specific needs and careful timetabling of teaching assistant hours to ensure that these children are well supported in the classroom. The SENDCO provision maps these children and contacts necessary support through a variety of services and by booking teaching assistants on relevant CPD courses.

Impact Measures

Impact will be measured through the strategies listed below:

- Teaching assistant hours – timetables reviewed each half term and allocated hours used to meet the children's needs.
- Teaching assistants and class teachers are sent on courses and then feedback is given to relevant parties and good practice put into the classroom.
- If outside agency involvement is required then it will be implemented and documented and suggested support will be included on the individual child's IEP and impact measured and reviewed every 6 weeks. Parents will be involved with the review process twice annually.
- The whole school Tracking and Assessment tools will plot starting points and then progress is measured and assessed against their peers to ensure that they don't fall behind their peers and that any concerns are actioned through meetings with the SENDCO and at pupil progress meetings which are held termly.

Review of strategy in June 2017.