

Pupil Premium

The Pupil Premium was introduced in April 2011. In 2013–14 schools were allocated a total of £1.875 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

For the tax year Easter to Easter 2017/18, St. Edmund’s Catholic Primary School received £55,440 in pupil premium funding. This was spent as follows:-

Intervention / Equipment purchased	Reason	Targeted Pupils	Cost	Impact
Continued release of a Teaching assistant as ‘Make Maths Meaningful’ teacher for 5 afternoons a week.	Underperformance of children in maths, in danger of not making expected progress or not achieving expected standards.	Children throughout the school targeted for Making Maths Meaningful intervention	Staffing costs:- TA to teach ‘Make Maths Meaningful’ 5 afternoons	Identified children making good progress. Children able to participate in class lessons more fully due to pre-teaching and stronger grasp of basics.
Continued release of a Teaching assistant as ‘Speech and Language Champion’ teacher for 4 afternoons a week.	Need for extra support for children struggling to make progress due to speech and language issues. Particular focus on EYFS and Years 1 and 2 particularly with phonics.	Individual and groups of pupils in danger of falling further behind. This includes 1:1 support for children struggling to make progress.	TA to work throughout the school 4 afternoons each week	Speech improved for a number of children. Many children still struggling with speech and referrals made to Speech and Language Support.
Continue to employ experienced extra TA to work in Early Years.	Many of the children in Foundation Stage require extra support and individual attention to make required progress.	Particular intervention with 2 children with identified ASD and 2 with delayed speech and language.	TA to work in EYFS full time	Progress in EYFS judged to be good. Basic Skills Quality Mark awarded. Attainment still below National Averages.

TA employed to work with child in Year 6	Behaviour issues to be reduced to aid full integration to school life including after school activities.	CLA child in Year 6	LWA to work at lunchtimes every day	Child made good progress and was able to access the full range of school life including out of school activities.
Lunchtime Welfare Assistant to work with EYFS	Medical needs and social needs of identified children in EYFS require extra support.	Identified children in EYFS including children with medical needs		Child kept safe at lunchtime with no medical emergencies.

Two experienced Teaching Assistants released from class to work individually and in small groups with children from EYFS to Year 6	Support to reduce barriers to learning for individual children with identified learning gap.	Children in Yrs EYFS–6 identified by class teachers as needing specific curriculum support. Vast majority of these children are in receipt of FSM.	TAs to work individually or with small groups 4 afternoons each week.	Progress of identified children enhanced and confidence raised through small group intervention and extra learning opportunities.
Additional hours for Teaching Assistant to work with 2 GRT children.	Support with reading, maths and homework. Pupils unable to access support outside of school for homework and home reading.	Two children in KS2. All FSM.	TA to work for 2 hours after school each week.	The two children continue to make limited progress due to a number of issues including attendance and behaviour.
Employ Resilience project worker to work with vulnerable children in Year 4/5.	Support with social interactions and resilience. Pupils' academic progress is slow due to external factors that inhibit learning.	Identified vulnerable children in year 4/5 in small groups.	Resilience coach each week.	All children in Year 4/5 completed some resilience work. Identified children accessed more support and greater number of sessions.
Continue to employ Learning Mentor in increased pastoral role.	Certain children not engaging with curriculum due to self-esteem, family / personal circumstance or attendance issues.	Identified families or children in need of support. Vast majority of these children are in receipt of FSM.	Learning Mentor to work with identified children and families. Total:- £73,750	LM worked closely with 5 families and has provided some support for 5 more. Support has included liaising with other agencies for wellbeing of the children and other members of the family.

Commitment of funding to subsidise cost of school trips and Residential.	School Curriculum includes visits and visitors to inspire children's learning. Inability of many families to afford full costs of educational visits which enhance curriculum.	Costs subsidised for all. Certain FSM families targeted for particular support with Residential OAA trip.	£4500	All year 6 children and 80% of year 5 children able to enjoy residential experience at Robinwood Activity centre.
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This comes to a total of £78,250. The additional funding was met from school budget.