

What is Pupil Premium?

Pupil Premium was introduced by the government in 2011/2012 as an additional contribution to main school funding, in order for schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier 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, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (Source - DfE website)

Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM, children who have been previously looked after by the Local Authority and a premium has also been introduced for children of service personnel. The Early Years Pupil Premium (EYPP) was introduced in September 2015 and is additional funding provided to settings, to help improve the education they provide for 3 and 4 year olds.

Pupil Premium funding was extended in 2012/2013 to include funding for children who have been eligible for FSM at any point in the last 6 years, this is known as Ever6 FSM.

If you think you may be eligible for Pupil Premium funding, please ask for more information at the school office or click here to download an application form. [Free School Meals application Form](#)

How much Pupil Premium does Renishaw Primary School receive?

The allocated Pupil Premium funding received for the academic year 2015/2016 was £44,440; (previously £53,600 2014/2015, £37,114 2013/2014). The allocated funding for 2016/2017 will be published once this is confirmed. *N.B. Funding is allocated at the start of the financial year, whilst spend, analysis and strategy is over an academic year. Information will be amended if necessary when funding is known.*

Pupil Premium Spend and Analysis 2015/2016

- Raising aspirations of our higher attaining pupils through partnership work with external education providers; e.g Eckington School, Sheffield Hallam University, Chesterfield College etc.;
- Raising boys attainment with a 'Dads & Lads' project;
- Academic after school clubs; to raise attainment and encourage higher order thinking skills;
- Small group reading, writing and maths interventions;
- 1:1 teaching interventions for lower ability readers;
- Increased Teaching Assistant support, ensuring 1:1 teaching and small group work;
- Attendance support and intervention;
- Nurture support;
- Learning mentor support;
- Booster group sessions for identified Y6 pupils;
- Additional teaching hours to ensure smaller class sizes can be maintained to guarantee quality first teaching and learning;
- External social and emotional intervention for identified pupils.

2014/2015 Analysis

- Reduction in class sizes and ensuring all classes have a highly qualified Teaching Assistant to support learning and securing more TA hours to run intervention programmes and support identified pupils in class;
- Training and associated costs for TAs to run 1:1 intervention programmes;
- Improve the quality of Assessment for Learning and feedback to children across all learning;
- Early Year's intervention, ensuring children get the very best possible start to their education;
- Behaviour interventions', making sure attendance is our highest priority in school;
- Developing digital technology in order to give teaching staff and children the latest methods and resources to facilitate high quality teaching and learning.

Future Plans

In 2016/2017 our Pupil Premium plans include development of Meta-cognition and self-regulation. This is usually done by teaching pupils specific strategies to set goals and monitor and evaluate their own learning. Investing in such developmental programmes such as 'Thrive' will enable children to develop their social and emotional well-being skills. It helps them in becoming more self-assured, capable and adaptable and can also address any troubling behaviours, providing a firm foundation for academic attainment. We plan to further develop digital technology within the school to enhance learning opportunities for disadvantaged children.

As a school, we have a responsibility to identify the barriers to future attainment of disadvantaged pupils; as well as the ability to quantify, justify and measure the impact of the way we spend our Pupil Premium to overcome these. This is to ensure that the additional funding we receive is being used to support the pupils for whom it is intended. From September 2016 schools have an obligation to publish a Pupil Premium Strategy Statement to expand on the way this is being achieved.

Pupil Premium funding has a positive impact on our pupils and their families and we will continue to regularly review the spending and provision this provides; targeting services and support for the ongoing and ever changing needs of our children, improving attainment and narrowing the gaps.