**Pupil Premium**

**What is ‘Pupil Premium’?**

The ‘Pupil Premium’ is given to schools for children in receipt of free school meals, for children who were eligible for school meals from 2011, and looked after children. It is also for children whose parents are in the armed forces or have been previously, but are no longer in the armed forces or are divorced from a partner in the armed forces. The funding is allocated to a range of initiatives aimed at supporting more disadvantaged pupils, to ensure they reach their full potential.

At Boskenwyn School, a full evaluation of the initiatives used will take place at the end of the academic year and will focus on academic gains and progress made. It will also focus on how pupils’ self-confidence has developed as a consequence of the interventions. Where appropriate, changes in attendance, behaviour, and attitudes to learning will also be monitored.

2014 - 2015

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| Boskenwyn Primary SchoolPupil Premium 2014-2015 |  |
| Total number of pupils and pupilpremium grant received April 2014 | Year end March2015 | Impact/outcomes |
| Total number of pupils on roll | 48 |  | 27% children received pupil premium funding in 2014 – 2015.Academic Progress The children receiving the pupil premium achieved average progress in maths and above average progress in both reading and writing.  |
| Total number of FSM pupils eligible for PPG (£1300) | 13 | 16900 |
| Total number of looked after children eligible for PPG (£1900) | 0.4 (1 term) | 900 |
| Total number of service children eligible for PPG (£300) | 0 |  |
| Total Funding received |  | £17800 |
| Summary of spending 2014-15 |
| Item | £ | Mar 15 |
| Team Teach Training | £900 | £900 | Three members of staff released to do team teach training for children with behavioural difficulties. Course fees and supply cover.  |
| HLTA – SEND support | £8000 | £8000 | Supporting learning and pastoral needs across the school. The impact has been shown so far in the effective and timely response to identified needs as they arise. Carefully tracked progress across a range of interventions is showing that this has been a very effective use of pupil premium in “narrowing the gap.” |
| School residential support | £50 | £200 | Some pupils in receipt of PP have been offered supplement towards the cost of the residential if needed to ensure affordability and participation |
| Educational Psychologist | £400 | £400 | The quality of the educational psychologist service and provision has been excellent. The impact has resulted in staff being very well informed (via termly meetings) and the children making good progress. This additional funding has enabled the Ed Psych to work with the targeted children in a shorter time scale than would normally be achieved and work even closer with the classteacher. |
| Boosters and interventions | £3000 | £3000 | A robust programme of interventions both to support the lower achieving children and to challenge the more able has been implemented and tracking of progress indicates that the impact will have been accelerated progress by the end of the year. |
| ICT resources | £5000 | £5000 | The purchase of ipads and laptops has enabled enhanced access to pupils both at home and at school. These act as an aid to learning; increased participation for reluctant writers and visual aids and spell checks. |
| Mathletics and other apps | £300 | £300 | Learning aids to support lower achievers and promote resilience. |

2015 – 2016

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| Boskenwyn Primary SchoolPupil Premium 2015-2016 |  |
| Total number of pupils and pupil premium grant received April 2015 | Year end March2016 | Impact/outcomes |
| Total number of pupils on roll | 28 |  | 50% of pupils received pupil premium funding for 2015 – 2016.25% of pupils received pupil premium and had barriers to their learning (SEND)Impact of the funding will be updated at the end of the academic year |
| Total number of FSM pupils eligible for PPG (£1300) | 10 | 14520 |
| Total number of looked after children eligible for PPG (£1900) | 4 | 7600 |
| Total number of service children eligible for PPG (£300) | 0 |  |
| Total Funding received |  | 22120 |
| Summary of spending 2015-16 |
| Item | £ | Mar 16 |
| SEND support | 8792 | 8792 | Supporting learning and pastoral needs across the school. SENDco has attended coaching training is is working with individuals as learning coach. The impact has been shown so far in the effective and timely response to identified needs as they arise. Carefully tracked progress across a range of interventions is showing that this has been a very effective use of pupil premium in “narrowing the gap.”Teaching and non-teaching staff have attended training in growth mindset, higher order questioning and building learning power to promote the skills of independent learning, resilience and problem solving. This is having a significant impact across the curriculum. |
| School residential support | 1300 | 1300 | Some pupils in receipt of PP have been offered supplement towards the cost of the residential trip to London and Skiing in Italy to ensure affordability and participation |
| Educational Psychologist | 400 | 400 | The quality of the educational psychologist service and provision has been excellent. The impact has resulted in staff being very well informed (via termly meetings) and the children making good progress. This additional funding has enabled the Ed Psych to work with the targeted children in a shorter time scale than would normally be achieved and work even closer with the classteacher. |
| Boosters and interventions | 7592 | 7592 | A robust programme of interventions both to support the lower achieving children and to challenge the more able has been implemented and tracking of progress indicates that the impact will have been accelerated progress by the end of the year. Children have participated in programmes such as “Speed up” handwriting, cluster maths groups, Go Noodle, fun fit, Forest School. |
| ICT resources | 2000 | 2000 | The purchase of iboard touch interactive boards has enabled enhanced access to pupils. These along with new laptops and ipads act as an aid to learning; increased participation for reluctant writers and visual aids and spell checks. |
| Minibus | 1862 | 1862 | The purchase of the school minibus has allowed increased participation in cluster events and interventions throughout the trust. Children are able to access after school clubs and participate in competitive sport with children in other schools both during and after curriculum hours.  |
| Resources | 100 | 100 | Learning aids to support lower achievers and promote independent working |