**Pupil Premium Statement**

**July 2018 Update**

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, ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The Pupil Premium is allocated to schools per Free School Meals (FSM) pupil (any pupil who has been eligible for Free School Meals during the past six years). It is also allocated to children in care (LAC or CLA), adopted children. Those who have parents in the armed forces are also in receipt of additional funding.

Schools are free to spend the Pupil Premium as they see fit. However they are held accountable for how they have used the additional funding to support pupils. Since September 2012 schools have been required to publish online information about how they have used the Pupil Premium.

Whilst Pupil Premium funding is targeted at those in receipt of FSM (Ever 6) or those who are otherwise eligible, other children in the school may also benefit. Objectives and projects funded by Pupil Premium will be targeted and focused on disadvantaged pupils but will not be exclusive to them alone.

Pupil Premium funding is intended to create a level playing field for all learners regardless of disadvantage so that all may have the same opportunities to attain equality.

The Somerset Children and Young People’s plan specifically links raising attainment with the quality of Social Emotional and Mental Health education. Self confidence in learners and opportunities to have new experiences and access new skills strengthens children’s enthusiasm for learning and drive to achieve.

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| 1. Additional (booster) support targeted at raising attainment.
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| Objective | Project | Cost | Impact |
| To raise attainment of PP pupils by ensuring access to additional adult support and materials to raise attainment. | Hours funded for LSA to focus on GDS pupils in Class 3.Additional materials targeted to support and enhance reading, GPS and Maths purchased.  | £1000 – Staff costs£519.02 – Rising Stars materials purchased | Accelerated progress made by pupil premium children and the GDS group.**Jul 18 – Rising Stars tests in Reading evidence accelerated progress in Reading Comprehension.** |

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| 1. SEMH support via ELSA
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| Objective | Project | Cost | Impact |
| To increase pupil confidence and social skills both in and outside of the classroom. Target group to improve their communication skills and ability to engage with peers | Hours funded for ELSA to work with a targeted group on Social Speaking and SEMH strategies.ELSA materials purchased including “Bag of Worries”.Learn to Move programme used to support key pupils in following instructions linking movement with verbal instructions.  | £2000 – Staff costsStaff Members had already completed training in ELSA and Learn to Move at a cost saving to this cost centre of £1600. | Pupils report increased confidence from baseline questionnaire.**Jul 18 – Each pupil involved reported an increase of at least 3 smileys from their September baseline moving, on average from a personal assessment of 10% confidence to 50%. Such progress indicates the possibility of achieving high confidence by the end of the year. Teachers report increased response to instructions which is supporting attainment in class.** |

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| 1. Enrichment Activities – access to a broad curriculum
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| Objective | Project | Cost | Impact |
| To ensure PP pupils are able to engage with a wide variety of opportunities to enhance the curriculum raising engagement and experiential learning to support attainment in writing and topic work. |  Trips for PP pupils are funded to ensure equality of opportunity.  | Curricular Subsidy – NT Membership & GWR trip £99.80Enrichment (Trips etc) - £150£93.25 spent to date. | Pupils experience new activities and skills. Pupils develop confidence and high self-esteem.**Jul 18 – NT & GWR trips led to experiential based writing which demonstrated clear progress from previous work evidencing progression based on this opportunity. Pupils on track to attain either ARE or GDS.** |