

Chase Bridge: Pupil Premium and Service Premium Information

The Pupil Premium was introduced in April 2011. It provides additional funding allocated to support pupils from disadvantaged groups as defined by the government. Eligibility funding applies to those registered as eligible for free school meals at any point in the last 6 years. These funds are given to schools to help support these eligible pupils in 'narrowing the attainment gap' between themselves and their peers.

In April 2014 the government introduced Pupil Premium for looked after pupils who:

- have been looked after for 1 day or more
- were adopted from care on or after 30 December 2005, or left care under:
 - a special guardianship order
 - a residence order

For further information please see the government website

<http://www.education.gov.uk/schools/pupilsupport/premium>

The Service Premium was also introduced in April 2011. It provides additional funding for pastoral support for those families who have a parent as a member of the armed forces.

At Chase Bridge, we expect all those children in receipt of Pupil Premium to:

- make at least expected progress academically in relation to their targets;
- reach an acceptable level of attendance and lateness;
- be able to cope with the social, emotional and behavioural expectations at school.

The outcomes for the children eligible for the Pupil Premium are measured in relation to their academic achievement and in particular the end of key stage 2 results; children's attendance and lateness. We also use case studies to make more holistic evaluations of the impact of our provision that can take better account of the qualitative information we have available.

Income, expenditure and provision: 2014/15

The allocation for Pupil Premium per eligible child for free school meals is £1300, for looked-after pupils is £1900 and for Service Premium £300. The total amount will be calculated from the January 2015 census. Outcomes will be fully evaluated at the end of the academic year and income will be spent in the following ways:

- Employ one Emotional Literacy Support Assistant (ELSA) to deliver social, emotional and behavioural support
- A second play therapist/councillor funded to work with children with complex social, emotional and behavioural needs
- Provision of financial assistance, to those families in need, with subsidies towards trips, clubs, uniform and out of hours provision (for more information please click this link)
- In the Autumn term 2 days per week of two qualified teachers in KS2 to provide literacy intervention
- 0.1 Inclusion teacher to provide targeted intervention

- Increasing the ability to deliver interventions and support children in class by purchasing two iPads for key stage 1
- The purchase of Read, Write Inc. resources including the Fresh Start and Phonics programme to be used to support narrowing the attainment gap in literacy
- To train staff and purchase the Numicon 'Closing the gap' intervention
- A key stage 2 reading scheme brought for those with limited phonics
- One and half days of weekly Family Worker (FW) time. The FW will monitor poor attendance and lateness as stated in the policy. Advice and support will be provided to parents to help with any barrier to their child's learning
- Half a day a week of the Inclusion Manager's time to oversee and support programmes in place and to track progress of identified pupils
- The Senior Leadership Team to have an overview of pupil premium budget and identify areas of need.

Income, expenditure, provision and outcomes: 2013/14

The allocation for Pupil Premium per eligible child was £953 and for Service Premium £300. For this financial year our Pupil Premium and Service Premium allocation was £66,200.

The income was spent in the following ways:

- Training for two members of staff to be Emotional Literacy Support Assistant (ELSA) to support social, emotional and behavioural needs
- A second play therapist/councillor funded to work with children with complex social, emotional and behavioural needs
- Skilled TAs employed at lunch-time to provide an enriching environment and activities for those with social, emotional and behavioural needs
- Contribute to the setting up of 'Little Chasers' The Chase Bridge Parent/Carer Toddler Group to engage parents with school and the social, emotional and academic progress of their children
- Provision of financial assistance, to those families in need, with subsidies towards trips, clubs, uniform and out of hours provision
- Three days dedicated teaching assistant time to run intervention programmes across the school
- One and half days of weekly Family Worker (FW) time. The FW will monitor poor attendance and lateness as stated in the policy. Advice and support will be provided to parents to help with any barrier to their child's learning
- Half a day a week of the Inclusion Manager's time to oversee and support programmes in place and to track progress of identified pupils.

The impact of the funding was that by the end of key stage 2, all eligible pupils had made expected progress in reading, writing and maths, with 75% making more than expected progress in maths, 50% making more than expected progress in reading and 25% making more than expected progress in writing.

Income, expenditure and provision and outcomes: 2012/13

The allocation for Pupil Premium per eligible child was £623. For this financial year our Pupil Premium and Service Premium allocation was £34,650.

Chase Bridge spent the additional funding in the following ways:

- 1.5 days weekly of Family Worker (FW) time. The FW followed up on poor attendance and lateness as stated in the policy
- Four days dedicated teaching assistant time to run intervention programmes across the school
- A second play therapist/councillor will be funded to work with children who required short term emotional support
- Half a day a week of the Inclusion Manager's time to oversee and support programmes in place and to track progress of identified pupils.

A residual figure of £2036 from within the year allocation is set aside to provide subsidies for families requiring financial assistance with trips, clubs and educational activities.

The impact of this funding has been such that absence figures for children who attract the Pupil Premium Grant were in line with the national average of 6% and that the figure for persistent absenteeism was 1% below the national average at 7%. By the end of key stage 2, all eligible pupils had made expected progress in reading, 80% had made expected progress in writing and 60% had made expected progress in maths, with 20% making more than expected progress.