

Pupil Premium at Fairfield Primary School 2014/2015

The government believes that effective use of Pupil Premium funding, which is additional to the 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.

Schools decide how Pupil Premium funding is spent, since they are best placed to assess what additional provision needs to be made for those individual children eligible for the funding.

Since September 2012 schools have been required to publish online information as to how pupil premium has been used.

In 2014-2015 the Pupil Premium allocation to our school is £20,900. Our plans for the allocation is outlined below- please note these are indicative figures only and may vary as the year proceeds funding is allocated and utilised following the census which takes place three times per year.

Activity	Estimated Costs
Nurture group provision, including staffing costs and resources.	£9,500
Intervention sessions for English and Mathematics at Key Stage 2	£7,000
Enabling eligible pupils to access out of school learning activities	£600
Pupil Counselling and set up counselling room	£700
Mathematics intervention	£1,000
Friday Club	£1,300
Enabling eligible pupils to access educational visits	£800
Total	£ 20, 900

Further information on Pupil Premium funding may be found at: <http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>

How will we measure the impact of Pupil Premium Grant?

We will continue to analyse attainment and progress data at the end of each term and at the end of the academic year.

In 2015 / 2016 this will be undertaken by calculating how many pupils are achieving age related expectations and making at least sufficient progress at the end of each term, at the end of each year and at the end of each Key Stage.

Intervention is on-going and is determined by the needs of the pupils throughout the year.

Impact of Pupil Premium spending 2014-2015

The proportion of disadvantaged KS2 pupils that attained at least level 4 was equal to or above the national figure for other pupils in mathematics.

The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in writing.

From at least 5 out of every 6 starting points the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and in mathematics was similar to that of other pupils nationally.

KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.

The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in reading.

The within school gap between disadvantaged pupils and other pupils in KS1 is less than the gap between disadvantaged and the national other in reading, writing and mathematics.