



Pupil Premium Funding

Pupil Premium is allocated to schools from central Government to support children from low-income families who are currently known to be eligible for free school meals and children who have been looked after continuously for more than six months. Schools are free to spend the money as they see fit and are required to publish this information online.

Our school allocation for 2015/16 from central Government = £17,580.

At Uplands Primary School, it is used to help our most vulnerable children to close the gap with both their emotional and academic needs.

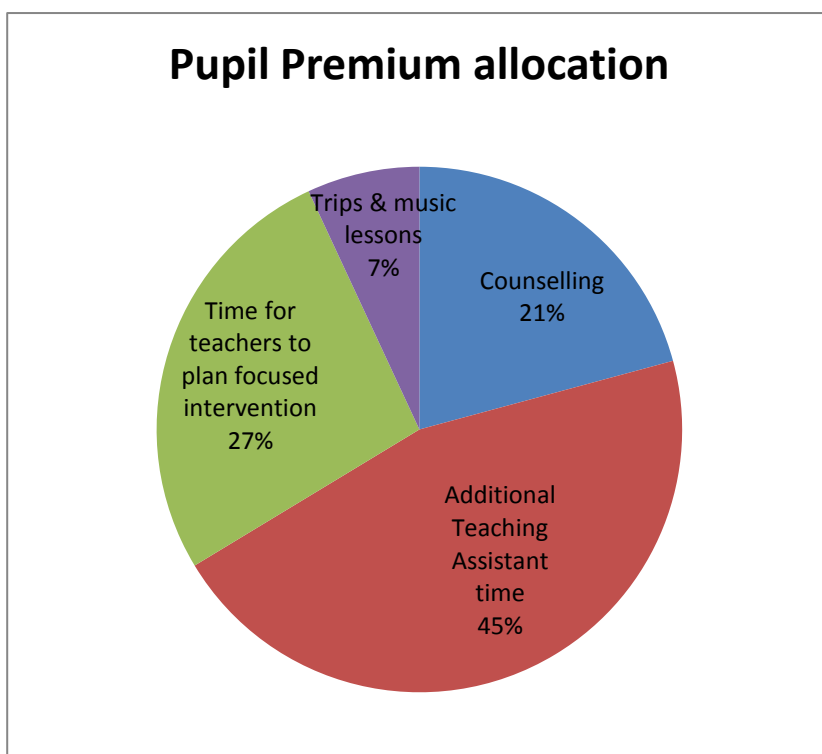
What are our priorities?

Identifying vulnerable children who are at risk of not achieving their potential through removing barriers to learning, either financial or in terms of gaps in their learning. The following priorities are identified:

1. Ensure that the expense of regular and residential trips does not exclude Pupil Premium (PP) children from taking part
2. Ensure that the expense of musical and other extra-curricular tuition does not exclude PP children from reaching their potential
3. To support PP children with emotional support due to issues from home so that they are emotionally ready to learn in school
4. To targeting PP children's progress to ensure that they make at least good progress throughout school, and that gaps close, preparing them for the next stage in their educational journey.

What do we do?

1. Make a financial contribution towards regular trips and out of school opportunities, such as swimming and residential trips, to ensure that no child is excluded from these chances.
2. Make a financial contribution towards the expense of music tuition and extra-curricular activities, to ensure that cost is no barrier of inclusion.
3. Employ a counsellor on a 1:1 basis to work with PP children who have emotional issues and to support their behavioural development



4. Teachers plan academic and pastoral support to ensure that PP children reach their potential
5. We monitor PP children, the impact of what we do and always include them as a separate group.
6. We release teachers to plan a 10-week support for all PP children.
7. We employ extra TA time, and use existing teaching and TA resources, to target intervention programmes to close the gaps in the children's learning.

What is the impact?

1. No PP child has been excluded from residential trip in due to cost. One child, who might not have gone on the trip in 2015, was able to go due to a full reimbursement from school.
2. All PP children have costs met for their first-choice music lessons. No child has been excluded from playing and learning at least one musical instrument
3. The school's counselling service has ensured that there have been no exclusions since 2009. Children 'dip' in and out of the service which has a regular afternoon slot. Behaviour is described as 'exemplary' in our recent OFSTED report 2013. Parents have commented on improvements of behaviour at home.
4. Intervention (called Close-the-Gap, or CTG) has been very successful at ensuring that no child is left behind. Teachers plan focused support from non-negotiable assessments which are carried out by the class teacher or TA. Termly plans show: the baseline assessment (in terms of non-negotiables or reading scores); targets to close the gaps in attainment; a week-by-week detailed plan on what to do to help close the gaps in learning; and annotated notes to show formative assessments and progress towards targets. There are termly pupil progress meetings (held every 6-weeks) where teachers review the rate of progress with the either the Deputy or Headteacher and make necessary changes to their plans to improve progress.

During 2014/15, PP children made similar progress to non-PP children in each cohort and across all three core skills of reading, writing and maths. No cohorts had significant or consistent gaps in terms of achievement. Sometimes the progress is better, showing evidence that the gap is often closing – detailed analysis available. Against national expectations, our PP made similar progress to national data.

However, 60% of PP children are also on the SEND register, demonstrating a range of complex needs. Where this is the case, progress is often affected by other, more complex issues which can impact on progress, contributing slower rates of learning. Where there is no SEND link, progress is always good and gaps are often closing.

Regular pupil conferences and survey results suggests that PP children are happy and confident in school.