

Pupil Premium Statement – Horton CE VA Primary School – 2013 - 2014

What is Pupil Premium - Extract from DfE website updated: 19 December 2012

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 eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.

In 2013/14 we received £9,530 in pupil premium (based on the January 2013 school census data)

Allocation of Pupil Premium 2013-2014

- Targeted catch-up funding a TA providing additional reading, writing and maths support for identified children.
- To support our mentoring programme
- To support pupil: teacher conferencing where children have time to talk to their teacher individually to discuss their targets. This has been shown to have a noticeable impact on pupil progress.
- Financial support for enrichment activities such as school trips for children who would not otherwise be able to afford them.
- Four mini iPads to ensure that children are able to access technology.

FSM children will access each of these to varying degrees as their needs are identified.

Impact of pupil premium

Year Group FSM data could lead to identification of individual pupils so we are unable to show tracking at year group levels. In general terms the impact of pupil premium has had a positive effect in terms of the ability of individuals to apply themselves to learning. The degree to which the individual interventions directly impact on results is more difficult to quantify as many FSM children have more than one intervention.