PUPIL PREMIUM 2014-2027

What is Pupil Premium?
The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

It is for schools and Headteachers to decide how the Pupil Premium, allocated to schools per Free School Meal pupil, is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility [source DfE website].

The Pupil Premium is a sum of money in the school's budget based on the number of children who are either looked after by the Local Authority, who are known to be eligible for free school meals either now or in the past six years or who have a parent in the armed force.

Pupil Premium helps the school provide targeted support for disadvantaged children. The intended effect of this funding is to accelerate progress and raise attainment. The needs of the children eligible for Pupil Premium funding vary considerably and so the funding is used in a variety of ways and allocated following a needs analysis. We therefore use Pupil Premium funding to accelerate progress to reduce attainment gaps and to build confidence and self-esteem.

At Rushcombe First School, we aim to ensure that teaching and learning opportunities meet the needs of all our pupils. Rushcombe First School allocates Pupil Premium using a needs analysis to provide support for these children who are likely to make less than expected progress.

Pupil Premium received

Financial Year	Pupil Premium Funding - £
2014 – 2015	6,400
2015 – 2016	11,320
2016 – 2017	16,740
2017 – 2018	21,600
2018 - 2019	23,220
2019 – 2020	20,280
2020 – 2021	32,415
2021 - 2022	34, 250
2022 - 2023	32,375
2023 – 2024	39, 440
2024 – 2025	43, 740
2025 – 2026	44, 850
2026 – 2027	47, 440 anticipated

Academic Year	Pupil Premium Funding - £
2020 - 2021	32,579
2021 - 2022	34,142
2022 - 2023	34,140
2023 – 2024	40, 515
2024 – 2025	44, 017
2025 – 2026	46, 145
2026 – 2027	42, 785 anticipated

Expenditure

During the academic year 2014-15, funding was used to provide:

- one to one targeted support where required with a specialist teacher
- small group ELSA sessions
- one to one ELSA support
- extracurricular activities
- parental information sessions on for instance helping children read

During the academic year 2015-2016, funding was used to provide:

- one to one targeted support where required with a specialist teacher
- extracurricular activities
- parental information sessions/workshops on for instance helping children to read/develop phonic knowledge
- training for a new ELSA
- one to one ELSA support
- additional targeted in class support
- whole school training session with a specialist behaviour teacher on attachment disorder
- uniform, PE kit and reading bags to individual pupils
- External school visitors
- Detailed assessments of the needs of specific children

During the academic year 2016-2017, funding was used to provide:

- one to one targeted support where required with a specialist teacher
- extracurricular activities e.g. after school clubs
- parental information sessions/workshops on for instance helping children to read/develop phonic knowledge
- additional targeted in class support
- additional intervention with a teacher
- whole school training session from LAC Team on attachment disorder
- uniform, PE kit and reading bags to individual pupils
- external school visitors
- detailed assessments of the needs of specific children

During the academic year 2017–2018, funding was used to provide:

- one to one targeted support where required with a specialist teacher
- extracurricular activities e.g. after school clubs
- parental information sessions/workshops on for instance helping children to read/develop phonic knowledge
- additional targeted in class support
- additional intervention with a teacher
- uniform, PE kit and reading bags to individual pupils
- external school visitors
- detailed assessments of the needs of specific children

During the academic year 2018-2019, funding was used to provide:

- one to one targeted support where required with a specialist teacher
- extracurricular activities e.g. after school clubs
- parental information sessions/workshops on for instance helping children to read/develop phonic knowledge
- additional targeted in class support
- additional intervention with a teacher
- whole school specialist training session in therapeutic play
- uniform, PE kit and reading bags to individual pupils
- external school visitors
- detailed assessments of the needs of specific children

During the academic year 2019-2020, funding was used to provide:

- one to one targeted/small group support where required with a specialist teacher
- extracurricular activities for example, after school clubs
- parental information sessions/workshops, for instance on helping children to read/develop phonic knowledge
- additional targeted in class support
- additional intervention with a teacher/specialist teaching assistant
- uniform, PE kit and reading bags to individual pupils
- external school visitors
- detailed assessments of the needs of specific children

Note: Due to the exceptional circumstances of COVID-19 pandemic, aspects of practice and priorities were adapted to meet the needs of children and their families including the provision of home learning, emotional and mental health guidance, financial and family support.

During the academic year 2020-2021, funding was allocated to provide:

- one to one targeted/small group support where required with a specialist teacher
- parental information and guidance to support children's progress and development
- additional targeted in class support
- additional intervention with a teacher/specialist teaching assistant
- uniform, PE kit and reading bags to individual pupils
- additional support to identify and address the learning needs and progress of those who require "catch up" following the national school closures
- detailed assessments of the needs of specific children
- bespoke support packages for relevant children based at home during national school closures

Note: Due to the exceptional circumstances of COVID-19 pandemic, aspects of practice and priorities were adapted to meet the needs of children and their families including the provision of home learning, emotional and mental health guidance, financial and family support.

During the academic year 2021-2022, funding was allocated to provide:

- one to one targeted/small group support and additional intervention, where required, with a teacher/ teaching assistant
- parental information to help children to develop phonic knowledge and reading skills
- additional targeted in class support
- uniform, PE kit and reading bags to individual pupils
- additional support to identify and address the learning needs and progress of those who require "catch up" following national school closures
- detailed assessments of the needs of specific children
- support and training for staff including the Neli Language programme, Learn to Move programme and SENCO training

During the academic year 2022-2023, funding was allocated to provide:

- one to one targeted/small group support and additional intervention, where required, with a teacher/ teaching assistant
- parental information to help children to develop phonic knowledge and reading skills
- additional targeted in class support
- uniform, PE kit and reading bags to individual pupils
- additional support to identify and address the learning needs and progress of those who require it
- assessments of the needs of specific children
- support and training for staff including from the Mental Health Support Team, TADSS (Therapeutic Approach of Dorset Special Schools), Trauma, Information Practitioner Lead and Mental Health and SENCO training
- extra-curricular opportunities including after school clubs and educational visits

During the academic year 2023-2024, funding was used to provide:

- one to one targeted/small group support and additional intervention, where required, with a teacher/teaching assistant including specialist teaching
- parental information to help children to develop phonic knowledge, literacy and numeracy
- additional targeted in class support

- uniform, PE kit and reading bags to individual pupils
- additional support to identify and address the learning needs and progress of those who require it
- assessments of the needs of specific children
- support and guidance for staff and children from Mental Health Support Team, Trauma Informed practitioners, emotional well-being, and SEND specialists.
- extra-curricular opportunities including after school clubs and educational visits

During the academic year 2024-2025, funding was used to provide:

- one to one targeted/small group support and additional intervention, where required, with a teacher/teaching assistant including specialist teaching
- parental information to help children to develop phonic knowledge, literacy and numeracy
- additional targeted in class support
- uniform, PE kit and reading bags to individual pupils
- additional support to identify and address the learning needs and progress of those who require it
- assessments of the needs of specific children
- support and guidance for staff and children from Mental Health Support Team, Trauma Informed practitioners, emotional well-being, and SEND specialists.
- extra-curricular opportunities including after school clubs and educational visits

During the academic year 2025-2026, funding was used to provide:

- training and professional development opportunities for staff
- one to one targeted/small group support and additional intervention, where required, with a teacher/teaching assistant including specialist teaching
- additional targeted in class support
- additional support to identify and address the learning needs and progress of those who require it
- assessments of the needs of specific individual children
- support and guidance for staff and children from Mental Health Support Team, Trauma Informed practitioners, emotional well-being including ELSA support and SEND specialists.
- parental information to help children to develop phonic knowledge, literacy and numeracy
- uniform, PE kit and reading bags to individual pupils
- extra-curricular opportunities including after school clubs and educational visits

During the academic year 2026-2027, has been allocated to provide:

- training and professional development opportunities for staff
- one to one targeted/small group support and additional intervention, where required, with a teacher/teaching assistant including specialist teaching
- additional targeted in class support
- additional support to identify and address the learning needs and progress of those who require it
- assessments of the needs of specific individual children
- support and guidance for staff and children from Mental Health Support Team, Trauma Informed practitioners, emotional well-being, and SEND specialists including ELSA support.
- parental information to help children to develop phonic knowledge, literacy and numeracy
- uniform, PE kit and reading bags to individual pupils
- extra-curricular opportunities including after school clubs and educational visits

What has been the impact of the Pupil Premium funding overall?

Pupil Premium has contributed to:

- positive end of Key Stage and key assessment results
- pupil progress
- improved pupil confidence and self esteem
- increased engagement in learning
- increased extracurricular opportunities for pupils
- increased support and guidance for families.

At Rushcombe First School, we believe that this progress is due to:

- our high aspirations
- our focus on highly quality teaching throughout the school,
- our focus on reading skills

- our rigorous tracking of pupil progress
- our engaging learning adventures
- our targeted support, and
- our whole school approach and leadership

Please see Pupil Premium Strategy Statement for more detailed information.

To ensure our Pupil Premium children are not easily identifiable, some of the more detailed aspects of Pupil Premium information are not published on the website.