**Pupil Premium 2016/17**

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. In 2016 the school anticipates £84,000 in Pupil Premium allocation. In 2016/7the pupil premium will be used in a variety of ways. These include:

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| Funding allocation of pupil premium grant | Reason for providing this for Pupil Premium children | Intended Impact |
| Nurture staff | Many of our vulnerable pupils and families need support in non -academic areas. | Less emotional stress leads to better quality of life which then impacts on child’s learning. |
| 1:1 tuition | Some children who find it difficult to learn in groups achieve far more in 1:1 sessions | Improved learning – narrowing of the gap |
| Parent & child activities | Strengthens the school and home relationship. Helps parents to find out more about their child’s learning | More parents actively involved in school life and their child’s learning. Positive impact on progress |
| Support for families with punctuality difficulties | Poor punctuality impacts negatively on school life and pupil progress | Improved punctuality |
| Extended school opportunities | Providing a greater variety of opportunities for pupils | Increased aspirations |
| Small group support | Pupils who are working below age related expectations need intervention to accelerate learning. | Accelerated learning helps to narrow the gap. |
| Reduce adult : child ratio | Provide greater opportunity for precision intervention at the right time. Remove /decrease barriers to learning | Improved progress |
| Support for families with attendance difficulties | Poor attendance impacts negatively on school life and pupil progress | Improved attendance |
| Enabling pupils to take part in residential holidays/other visits | Increased opportunities to access wider variety of experiences and cultural development | Improved social and cultural development |
| Supporting behaviour during lunch through zoning | Support positive relationships, limit the negative impact of lunch time issues on afternoon learning time | Positive play experiences  Maximizing learning in the afternoons |
| Accessing support from other agencies | Some children and families need support above that which school can provide eg medical, financial, legal | Improved conditions for the whole family mean that the children are more ready to learn. |
| Accessing counselling for vulnerable pupils’ | Some pupils have complicated and social, emotional and behavioural needs that school alone can’t always meet. | Improved mental health |