

Pupil Premium Statement 2013-4



Background Information		
<p>The pupil premium is additional government funding provided to support pupils who are at risk of underachievement to ensure their attainment matches that of their peers. It is allocated for children in reception to year 11 who have free school meals or have done in the last 6 years. It is also allocated to children who are 'looked after' by the local authority.</p>		
Pupil Premium 2013-4: Allocation		
Number of pupils eligible for free school meals		38
Number of children 'looked after'		6
Total Pupil Premium funds received		£43,475
Pupil Premium Focus 2013-4: how we have spent the money		
<p>The money has been spent on ensuring that all pupils in receipt of the Pupil premium are enabled to make as much progress as possible in our core areas of communication and literacy, cognitive development and mathematical learning and in regards to personal and social development. Each pupil's progress is analysed and planned for at twice yearly pupil's progress meetings.</p>		
Provision	Rationale	Impact
Literacy and numeracy intervention groups run by a pupil premium co-ordinator	To provide targeted, individualised programmes to support pupils identified as causing concern to make increased progress	Increased confidence of children and willingness to engage in learning. 66% of children in intervention groups made expected progress or above in writing and 57% in number. This year our focus is reading.
Music therapy	To work with our students with profound and multiple learning	Considerable benefit reported through data collections system in

	difficulties, autism and severe learning needs to develop skills in individually specified areas e.g. essential communication skills, social development, emotional development, developing positive learning behaviours, increased confidence	areas of communication, play, social interaction, mood/ behaviour, increased confidence
Individualised therapy to support pupils with identified needs e.g. play therapy	To meet identified needs of individual pupils to support their social and emotional development and / or communication skills	Decrease in anxiety at school enabling the child to access learning more effectively.
To provide additional resource in class to enable smaller working groups and the opportunity for more individualised learning	To meet identified needs of individual pupils to support to support the development of key literacy and numeracy targets as identified in annual reviews and at biannual progress meeting	Pupils are able to access smaller groups and increased adult support for learning. This allows more opportunities for 1-1 learning and the opportunity to focus on personal learning targets.
To enable pupils to attend an after school club in a mainstream school	To increase opportunities for inclusion To provide inclusion opportunities for pupils with their mainstream peers.	Increase in self-esteem and confidence within their community
Overall Impact		
Attendance	Those in receipt of Pupil Premium 91.37% Whole school 91.55%	
	There is a negligible difference in attendance between the whole school population and those in receipt of the pupil premium. Both figures include children with serious medical	

	conditions.
Behaviour	Palatine School did not exclude any pupils in 2013-4.
Achievement	The school sets annual targets for pupils in line with the NPG / for pupils within KS2 to make two levels of progress over the Key Stage. Monitoring is via twice yearly pupil progress meetings, termly target tracking and end of year final assessment. Pupil progress is also considered holistically and social learning, absence and parental views of progress are also taken into account. Using this holistic progress measure 82.5% of pupils in receipt of the pupil premium made good or above progress compared to 77% of the whole school population.