**Pupil Premium**

**What is Pupil Premium?**

Pupil Premium is additional funding given to schools from the government to raise achievement for children who receive Free School Meals, are ‘Looked After’ by the local authority or those whose parents are in the armed forces.

**How much do we receive?**

For the academic year 2016-17 Seymour School expects to receive **£240,120**.

**What do we use the money for?**

At Seymour Pupil Premium funding is used in a variety of ways in order to raise achievement and improve access to the curriculum.

Funding for 2016-17 is being used to:

* Provide additional teaching groups across Key Stage 2
* Provide a teacher dedicated to the implementation of a phonics and reading programme across the Early Years and Key Stage 1
* Provide pastoral support & counselling services to support children’s emotional well- being
* Provide a Meet & Greet Breakfast Club
* Provide nurture group provision, BASE, aimed at improving attitudes and raising self esteem
* Fund ‘Holiday School’ programme for Yr6 pupils
* Provide Assertive Mentorship for identified pupils in Yr6
* Provide uniform & address individual pupil premium needs including enrichment opportunities

**Academic Year 2015-16**

For the academic year 2015-16 Seymour School received £207,200.

The funding was used to:

* Support the delivery of a phonics & early reading programme across Early Years, Key Stage 1 and lower Key Stage 2
* Maths intervention support
* Pastoral Provision- Counselling & Nurture Group
* Assertive Mentorship for pupils in Years 5 & 6
* Additional teaching support in Key Stage 2

Impact:

* Improvement in Year1 phonics attainment of 7% on the previous academic year.
* Attainment in reading in Years 1-4 was higher than in other core subjects.
* The progress of Pupil Premium pupils across Key Stage 2 was at least in line with that of non-Pupil Premium Pupils and in Years 4, 5 & 6 exceeded that of non-Pupil Premium pupils.
* The attainment of Pure Pupil Premium pupils (those without SEN or additional language needs) was at least in line with that of other pupils in Key Stage 1.
* Children receiving Assertive Mentorship made greater rates of progress than the cohort average and those who did not take part in the programme.

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