

Pupil Premium

2016/2017

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged children and narrow the gap between themselves and their peers. It is primarily allocated through the number of children entitled to free school meals (not universal infant free schools meals)

In 2016/2017 Edinburgh Primary received £238,920 pupil premium funding.

Planned spending of the allocation

Teachers	£85,000
Teaching Assistants	£100,000
Learning Mentors	£55,000
Extra curricular subsidies	£3,500
Lunchtime Sports Coach	£2,000
Place To Be	£7,500
Fruit for KS2	£1,000
Booster – Year 6	£9,000

NB Figures rounded. Total in excess of £238,920 as school funds also used.

Summary of main barriers faced by eligible pupils at Edinburgh Primary

Children at Edinburgh face a range of barriers to learning. Each child is unique and requires a unique approach. However there are some common themes to barriers experienced by children considered disadvantaged (and may also be experienced by children not considered disadvantaged).

Barrier	How barrier is addressed
Low attainment/poor progress due to gaps in learning	Targetted support from teachers/teaching assistants Additional interventions eg Better Reading Support Partners, Numicon, Speech and Language, individualised interventions Year 6 booster
Limited experience outside school and low take up of extracurricular activities	Access to range of trips Access to extra curricular clubs Lunchtime Sports Coach
Emotional, social and mental health needs which impact on focus/concentration and on behaviour	Learning Mentor Support Place To Be Primary Mental Health Worker TA support to promote good behaviour/behaviour for learning

Challenging circumstances (eg inadequate/temporary domestic violence, nutrition)	home (eg housing, poor	Learning Mentor Support for families eg referrals, advocacy, liaison with Early Help KS2 free fruit
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Impact

Impact on achievement

Analysis of achievement data for each year group shows that, in general, the attainment of pupils eligible for pupil premium is lower than for children not eligible (ie less children meet expected or exceeding standard). However children eligible for pupil premium made better progress than children not eligible for pupil premium in most subjects in most year groups (and where it was not better it was at least in line). This indicates that there is a narrowing of the gap.

Impact on behaviour

Teachers and teaching assistants in class enabled small groups support which, in addition to impact on progress supported good behaviour/focus/concentration.

Learning Mentors addressed some emotional, social and mental health needs leading to improved learning focus. Support from Place to Be has greatly enhanced support for children's emotional, social and mental health needs and has had a noticeable impact on children's focus and concentration and capacity to maintain good relationships.

Sports coaches support good behaviour at lunchtime by providing a range of activities to support engagement.

Impact on children's experience of a variety of activities

Extra curricular subsidy partially funded some activities eg clubs, trips including Suntrap, music lessons and enabled the school to offer free club places to some children dependent on need. This ensured that children had access to a range of activities.

Sports coaches at lunchtime broadened range of games/sports played at lunchtime

Impact on general well being

Free fruit in KS2 ensured children who come to school without breakfast have something to eat before lunchtime and thus are better able to focus on learning.

The work of learning mentors supported families in crisis.